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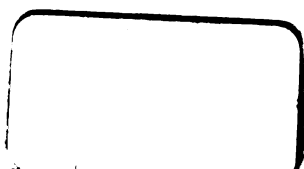
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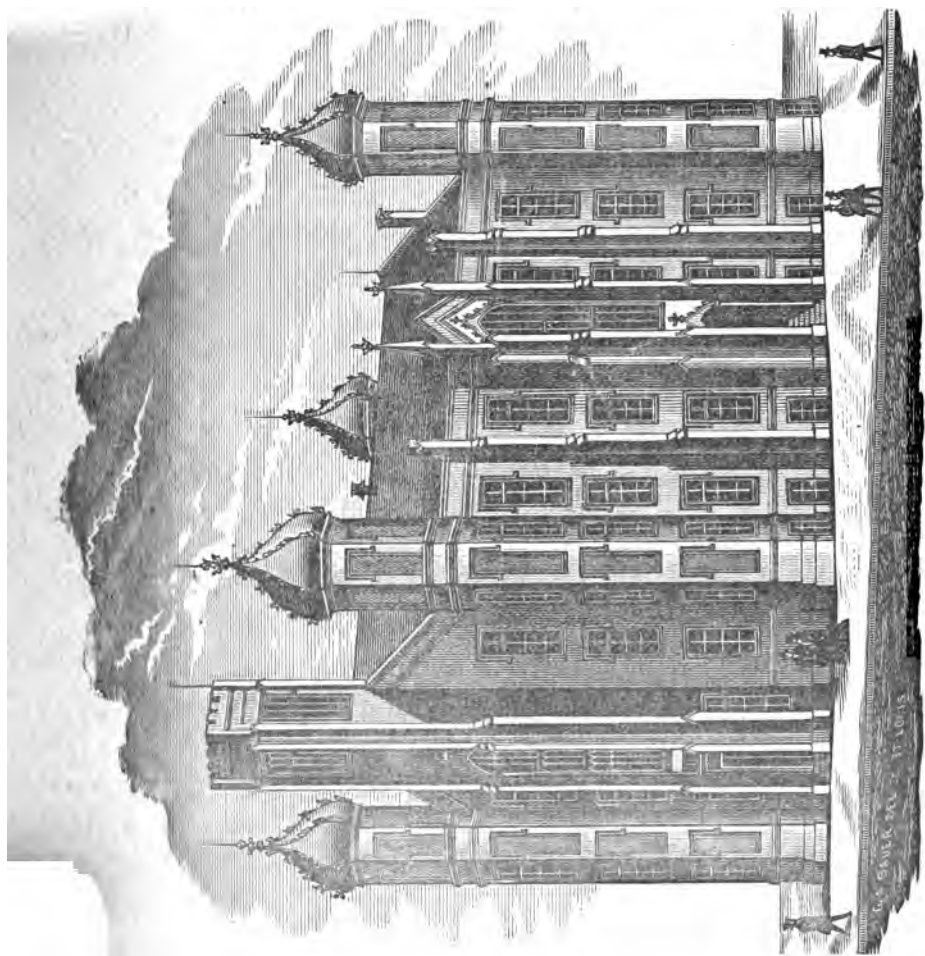
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CENTRAL HIGH SCHOOL.

TWENTY-FOURTH ANNUAL REPORT

OF THE

53411

BOARD OF DIRECTORS

OF THE

ST. LOUIS, PUBLIC SCHOOLS,

FOR THE

YEAR ENDING AUGUST 1, 1878.

ST. LOUIS:

MAX OLSHAUSEN, PRINTER, 210 N. FIFTH ST.

1879.

SCHOOL BOARD ORGANIZATION,

NOVEMBER 1978.

OFFICERS.

PRESIDENT:

THOMAS RICHESON.....118 South 16th Street.

VICE-PRESIDENT:

MICHAEL J. MURPHY.....413 Washington Avenue.

SECRETARY:

MILTON H. WASH.....1205 Wright Street.

SUPERINTENDENT:

WM. T. HARRIS.....1116 Second Carondelet Avenue.

ASSISTANT SUPERINTENDENT:

E. H. LONG.....2944 Thomas Street.

ASSISTANT SUPERINTENDENT:

LOUIS W. TEUTEBERG.....2806 North Fourteenth Street.

ATTORNEY:

E. W. PATTISON.....2615 Laclede Avenue.

TREASURER:

J. PHILIP KRIEGER, JR.....815 Garrison Avenue.

BAILIFF:

GUSTAVE M. BAARE.....1015 Wyoming Street.

ARCHITECT:

THOS. J. FURLONG.....1419 Chouteau Avenue.

SUPPLY AGENT:

JOHN E. JONES.....2952 Thomas Street.

STANDING COMMITTEES FOR 1878-79.

TEACHERS COMMITTEE.

M. J. MURPHY, SAMUEL CUPPLES, C. M. WOODWARD, G. SESSINGHAUS, R. M. JENNINGS, JAMES J. STANTON, C. O. TWINING.

COMMITTEE ON LANDS AND CLAIMS.

ALLEN SINCLAIR, F. N. JUDSON, J. M. CLOPTON, R. M. JENNINGS, E. BRUENEMANN, WILLIAM KNIGHT, HUGO GERBER.

LEASING COMMITTEE.

HENRY HICKMAN, CHAS. S. RUSSELL, GEORGE SCHUBERT, MICHAEL GLYNN, ROBERT J. HILL, THOMAS MOCKLER, JAMES J. STANTON.

BUILDING COMMITTEE.

JOHN J. HOLLIDAY, ALLEN SINCLAIR, H. SCHWEICKHARDT, CHAS. S. RUSSELL, C. M. WOODWARD, MICHAEL GLYNN, HENRY HICKMAN.

COMMITTEE ON COURSE OF STUDY, TEXT BOOKS AND APPARATUS.

C. M. WOODWARD, HENRY HICKMAN, F. N. JUDSON, J. W. O'CONNELL, ROBERT J. HILL, ALLEN SINCLAIR, MICHAEL FOERSTEL.

COMMITTEE ON SUPPLIES.

ROBERT J. HILL, THOMAS MOCKLER, MICHAEL FOERSTEL, M. J. MURPHY, H. SCHWEICKHARDT, GEO. SCHUBERT, HENRY BROCKER.

JANITORS COMMITTEE.

JAMES J. STANTON, G. SESSINGHAUS, E. BRUENEMANN, HENRY UDE, J. M. CLOPTON, HENRY BROCKER, HUGO GERBER.

COMMITTEE ON WAYS AND MEANS.

R. M. JENNINGS, SAMUEL CUPPLES, J. W. O'CONNELL, WILLIAM KNIGHT, THOMAS MOCKLER, JOHN J. HOLLIDAY, EDWARD HUMMEL.

LEGISLATIVE COMMITTEE.

SAMUEL CUPPLES, M. J. MURPHY, J. W. O'CONNELL, J. M. CLOPTON, F. N. JUDSON, HENRY BROCKER, G. SESSINGHAUS.

LIBRARY COMMITTEE.

CHARLES SPINZIG, J. M. CLOPTON, C. O. TWINING, HENRY HICKMAN, ROBERT HILL.

AUDITING COMMITTEE.

H. SCHWEICKHARDT, C. O. TWINING, EDWARD HUMMEL.

SALARY COMMITTEE.

SAMUEL CUPPLES, M. J. MURPHY, HENRY UDE.

COMMITTEE ON RULES AND REGULATIONS.

G. SESSINGHAUS, F. N. JUDSON, C. M. WOODWARD.

MEMBERS OF THE BOARD.

WARD.	NAME.	TERM EXPIRES.	RESIDENCE OR PLACE OF BUSINESS.
1st.	JAMES J. STANTON.....	1880	....406 South Third street.
2nd.	JAMES M. CLOPTON.....	1881	....809 Morgan street.
3rd.	HENRY SCHWEICKHARDT.	1881	....1013 Paul street.
4th.	MICHAEL GLYNN.....	1881	....1519 North Ninth street.
5th.	CHARLES SPINZIG	1880	....1300 South Fifth street.
6th.	GUSTAVUS SESSINGHAUS.	1880	....s. w. cor. 9th & N. Market st.
7th.	HUGO GERBER	1881	....2016 Carondelet avenue.
8th.	EDWARD HUMMEL.....	1879	....3606 Broadway.
9th.	C. O. TWINING	1881	....3036 South Eight street.
10th.	ROBERT J. HILL.....	1880	....414 Washington avenue.
11th.	HENRY HICKMAN.....	1879	....3506 Carondelet avenue.
12th.	JOHN W. O'CONNELL.....	1880	....416 Christy avenue.
13th.	CALVIN M. WOODWARD...	1879	....n. w. cor. Mo. & Geyer aves.
14th.	HENRY BROCKER.....	1881	....512 Christy avenue.
15th.	F. N. JUDSON.....	1879	....417 Olive street.
16th.	ALLEN SINCLAIR.....	1880	....1015 Salisbury street.
17th.	THOMAS RICHESON.....	1880	....113 South Sixteenth st.
18th.	JOHN J. HOLLIDAY.....	1880	....313 Carr street.
19th.	THOMAS MOCKLER.....	1879	....3536 Papin street.
20th.	ROBERT M. JENNINGS.....	1879	....1211 Garrison avenue.
21st.	ERNEST BRUENEMANN....	1880	....cor. Jeffers. av. & Chippewa.
22nd.	MICHAEL J. MURPHY.....	1881	....418 Washington avenue.
23rd.	GEORGE SCHUBERT.....	1881	....Lowell.
24th.	WILLIAM KNIGHT.....	1880	....near I. M. R. R. & Stein st.
25th.	HENRY UDE.....	1879	..Gravois r'd n'r King's H'gw'y.
26th.	CHAS. S. RUSSELL.....	1879	....701 Pine street.
27th.	MICHAEL FOERSTEL.....	1880	....Union Market.
28th.	SAMUEL CUPPLES.....	1879	....n. e. cor. 2nd & Chesnut st.

REPORT OF THE PRESIDENT.

To the People of St. Louis:

I present herewith the twenty fourth Annual Report of the *Board of President and Directors of the St. Louis Public Schools* for the scholastic year ending July 31st, 1878, in accordance with the provision of the act of incorporation which requires that "Said Board shall, at least once every year, cause to be printed and published a true statement of the condition of the Public Schools under their charge, and of all the property under their control, and a true and fair account of all the money concerns of the corporation."

In the Secretary's report (Appendix, pages 1—xxv) will be found detailed statements of the amount of bills receivable held by this Board at present, receipts and expenditures during the year, balance sheet for the year, running expenses for each school, list of real estate and improvements for school purposes belonging to the Board, list of leased lands held for revenue purposes, and also a list of unleased lands owned by the Board.

To the tabular statements of the Secretary, the Superintendent adds a series of tables showing a list of schools with their location, capacity, date of erection, present value, &c., the enrollment and character of attendance of pupils, their ages, birthplaces, studies pursued, the occupation of their parents, the salaries paid to teachers, and other historical matter.

From these exhibits, together with the discussion of their bearings found in the report of the Superintendent, I trust the people of St. Louis will find all the information regarding the true condition of their public schools, which they may reasonably expect to find in a "printed statement." The greater part of our people will have other and more direct means of judging of the efficiency of the School management, than a printed report—they will know

REPORT OF PRESIDENT OF BOARD

by actual inspection or by observing the progress which their children make in their studies at school.

By the Secretary's report it will be seen that the current receipts and expenditures for the year (omitting income from loans and bills receivable) were as follows:

RECEIPTS.

From rents.....	\$ 47,427.10
" real estate sold.....	187.50
" city school tax.....	891,599.98
" State school fund.....	85,117.07
" Tuition.....	5,582.80
Total.....	\$1,029,914.45

EXPENDITURES.

For teachers' salaries (including Superintendents').....	\$617,429.25
" janitors' "	53,537.80
" officers' " (except Superintendents').....	22,662.35
" supplies to the schools.....	23,874.32
" fuel and gas.....	12,132.74
" repairs and furniture.....	49,696.86
" general expenses (rent accounts, library, taxes, printing, insurance, etc.).....	42,335.30
" real estate and improvements.....	175,902.98
	<u>\$997,570.55</u>

One fifth of the city school tax, amounting to the sum of \$178,319.99 must be deducted from the above receipts, said amount being set apart and forming a sinking fund, and not being available for current expenses.

At the commencement of the scholastic year, August 1st, 1877, the bonded debt was as follows:

Loan due September 2, 1877.....	\$200,000
" " May 1, 1878.....	150,000
" " January, 1879.....	100,000
" " February, 1879.....	100,000
	<u>\$550,000</u>

With the proceeds of the one mill tax levied as a sinking fund, the loan due in September 1877 was paid at maturity. The loan due in May, 1878, was taken up with the proceeds of the sale of \$150,000 in school bonds issued for this purpose. The outstanding debt of the board at the close of the year was \$362,000 of

bonded debt with accruing interest, and \$1285 due on contracts maturing. The \$200,000 falling due in January and February (1879) will be in part paid by the proceeds of the tax levied for the purpose (one-half mill on the dollar of taxable property) and in part paid by the proceeds of school bonds or of short loans. A further reduction of the debt will thus be effected, so that it will be something less than \$300,000.

This reduction of the debt is a matter of satisfaction to the board and to the people. Upon the adoption of the New Constitution, in November 1875, the total debt was about \$754,000. This debt is now reduced to \$362,000 — the sum of over \$400,000 having been paid (since the date mentioned) in liquidating interest and principal. More than \$200,000 has been paid from moneys that might have been used for current expenses.

By the balance sheet for the year ending August 1st, 1878 it will be seen that the amount of real estate held for revenue is, at its present estimated value.....\$1,276,633.50
— for school purposes..... 2,821,596.72

Total, real estate.....\$4,098,230.22

To this sum we must add

Bills receivable (for real estate sold).....\$231,550.84
Missouri State bonds (“ “ “)..... 51,645.64
\$283,196.48

This swells the aggregate assets of the board to \$4,381,426.70 against liabilities of \$363,285, before mentioned.

The respective amounts of real estate for revenue and real estate held for school purposes at different periods may be seen in the following exhibit:

	For revenue	Lots.	For school purposes. Buildings.	Total.
July 31, 1854.....	\$1,096,215	\$ 79,700	\$ 71,000	\$ 150,700
July 31, 1858.....	1,465,600	143,300	163,000	306,300
July 31, 1864.....	1,855,568	280,508	281,413	511,921
July 31, 1870.....	1,524,662	582,322	1,147,823	1,730,145
July 31, 1878.....	1,276,633	778,707*	2,042,889	2,821,596

*) This sum includes nine school lots bought for school purposes, but not yet improved.

In the above table, it must be remembered, the valuations given are the estimates made at the dates named and not, in all cases, the estimates of the present value of the real estate and improvements included in the several inventories.

It will be seen, however, that the amount invested by the board in permanent improvements was:

	Lots.	Buildings & furniture	Total.
Before 1864.....	\$280,508	\$231,413	\$ 511,921
1864 to 1870.....	301,814	916,410	1,218,224
1870 to 1878.....	196,385	895,066	1,091,451

In my annual report for the year 1874-5 I estimated the sales of real estate held for revenue purposes at an amount less than \$400,000 for the previous eleven years. Adopting that sum (\$400,000) as the nearest approximate estimate, in round numbers, of the amount sold since 1864, it follows that the board has used the sum of \$116,803.52 from the revenue accruing from real estate sold, while it still holds (as above shown in the balance sheet) in the form of bills receivable and Missouri State bonds the sum of \$283,196.48 derived from that source. In the meantime the board has acquired real estate for school purposes (1864 to 1878) amounting to a total of.....\$2,309,675. or
(as at present valued)

Lots.....	511,685
Buildings and furniture.....	1,686,063
Total.....	\$2,197,748

It will be seen from this that the policy recommended in former reports, of selling enough real estate to make up for the school lots actually purchased, has not been carried out—the board having used only \$116,803.52 of the proceeds of the sale of lands during the last fourteen years, while it has expended in that time, the sum of \$511,685, an excess of \$394,882 over the receipts mentioned.

On the question of the wisdom of selling real estate owned for revenue purposes and appropriating the proceeds for lots for school purposes, there exists a difference of opinion in our school board as well as in the community at large. It is not a question of great importance to the taxpayers. If the real estate is sold and its proceeds used to purchase lots for school purposes, the present tax-

ation for permanent improvements is rendered less burdensome but the future source of revenue is diminished. If the proceeds of the sales of real estate are preserved for revenue, it follows that the present generation must be taxed in that amount for school lots, and that the sudden growth of our school system during the decade 1870-1880 calls for an unjust drain upon the taxpayer for improvements which are to benefit chiefly those who come after him. As it is, a comparatively small amount only (\$116,803) has been thus far used in this direction and it is still within the power of the board to determine the question of preserving the revenue fund intact, or in favor of investing it in lots for school purposes as formerly recommended.

By the report of the Superintendent, the enrollment of teachers and pupils for the past year is given as follows:

Number of teachers — day schools.....	916
“ “ evening schools.....	140
Total.....	1,056
Number of pupils enrolled — day schools.....	49,578
“ “ “ evening schools.....	6,417
Total.....	55,995

The enrollment in the evening schools has increased from 1,149 pupils in 1861 to 6,417 pupils the past year.

The enrollment in the day Schools was:

1864.....	12,340
1870.....	24,347
1878.....	49,578

By this we see that the increase in fourteen years has been 37,238 pupils (from 12,340 to 49,578), and in the past eight years 25,231 pupils (from 24,347 to 49,578) — an increase to fully four times the number enrolled in 1864.

If we estimate the population of St. Louis in 1864 at 180,000, (an increase of only 17,000 from 1860 to 1864) the increase in six years (to 1870) was 130,000 or 72 per cent., while the schools increased 100 per cent. during that time. Again during the past eight years the schools have increased 103 per cent. (from 24,347 to 49,578), while the city has probably increased about 55 per cent. (say from 310,000 to 480,000).

The astonishing increase of our schools above shown furnishes the explanation required for the vast sums expended in permanent improvements during the past fourteen years.

The St. Louis Public Schools began in April 1838 with less than 200 pupils.

Growth of the St. Louis Schools.

	Population.	Enrollment in schools.	Percent. of entire population in Public Schools.
1841.....	20,826	350	1.7 (day schools)
1851.....	83,439	2,427	2.9 (day schools)
1861.....	163,783	13,380	8.1 (day & evening schools)
1871.....	325,000	31,202	9.6 (day & evening schools)
1878.....	480,000	55,995	11.6 (day & evening schools)

The increase of the number in the schools has been faster than the growth of the population of the city, at all periods.

But it must not be supposed that St. Louis has a very large proportion of its population in school. Other cities generally have a larger per cent. than St. Louis, enrolled in school. Thus Chicago in 1860 had 15.1 percent. of its population, and in 1875 it had 13 percent. enrolled in its day schools (while St. Louis had even last year only 10.2 percent. in its day schools). Boston enrolls about 16 per cent. of its entire population in its schools, while New York and Philadelphia enroll a still larger percent. of their populations.

All this only goes to show that the schools of St. Louis are in a very prosperous condition as to favor with the inhabitants of St. Louis, and that in consequence of their popularity, the expense for permanent improvements is much larger than it would be were the ratio of increase only as great as that of the entire population. In 1841, the public schools enrolled only one pupil to each 83 of the population of the city. This ratio increased to one in 35 in 1851, on the occasion of the collection of the first city tax for school purposes (an assessment of one-tenth of one per cent. on taxable property). In 1861, the public schools (counting both day and evening schools) enrolled one in 13 of the population; in 1871, one in 11; in 1878, one in 9.

It is clear from the above showing that there has been great occasion for economy of resources on the part of the School Board especially since the adoption of the present State Constitution

(November 1875) which limits the School tax to 40 cents on each 100 dollars of property.

That this economy has been practiced, the following exhibit will show:

Tuition of the St. Louis Public Schools based on Average Number Belonging.

Years.	Tuition.	Incident- als.	Total.	Total No. day Pupils.	Evening Schools.
1872-3.....	\$19.74	\$2.18	\$21.92	83,928	8,971
1873-4.....	18.80	2.71	21.51	84,273	5,577
1874-5.....	19.21	2.53	21.74	85,941	5,751
1875-6.....	19.10	2.16	21.26	88,390	5,278
1876-7.....	18.04	2.15	20.19	42,436	5,240
1877-8.....	16.39	2.06	18.45	49,578	6,417

It will be seen that the reduction of the entire cost of tuition and incidentals for each pupil belonging, has been \$3.47 since 1873. The average time that each pupil enrolled belongs to school is 134 days, while the entire school year is 200 days. Consequently, the cost of tuition and incidentals ("incidentals" include fuel, janitor hire, and supplies of all sorts, while "tuition" includes only the cost of teachers and supervision) to each pupil enrolled in our public day schools (for the 134 days that the average pupil belongs to school in the year) is only \$12.36—this average cost including all pupils educated in our schools whether in the High, Normal, or district schools, and including all branches of instruction whether English or German or Greek. The actual cost to each pupil enrolled is therefore 46 cents per week.

The average time each pupil attends our schools, may be judged by the Superintendent's tables of ages and classification. The average age of the pupils in our schools is 9 years and 2 months. 58 per cent. are under 10 years of age and 42 per cent. are 10 years and upwards. 36 per cent. of all pupils are under eight years of age. So too in grade of advancement, 52 per cent. are in the two lowest years' work of the course of study; 68 per cent. are in the lowest three years; 81 per cent. are in the first four years of our school course; 16½ per cent. are in the second four years of our course of study and only 2½ per cent. are in the third four years. Making allowance for the annual growth of our schools (nine per cent. per annum) it follows

that the average attendance of pupils upon our schools is about three years.

By a recent report it is shown that the State of Missouri in 1878 expended \$728,791 for public education, and \$511,547 to defray the expenses of criminal trials and transporting convicts to the penitentiary.

The influence of a great city for weal or woe upon the surrounding country is very powerful. If a city is not provided with a good police system, reenforced by a good educational system, it will pour out upon the country a flood of criminals, rendering life and property unsafe in the neighborhood.

The statistics of the penitentiaries of the United States show with unvarying uniformity, that the criminals come from the illiterate classes of the population in the ratio ten to one—that is to say: in the older states east of us the number of adult illiterates is usually about three per cent. of the entire population, and this three per cent. furnishes thirty per cent. of the criminals. The statistics show, moreover, that three fourths of the criminals have never learned a trade or useful occupation

Thus ignorance and indolence are the parents of crime, and a large city furnishes in its low haunts the most complete means and appliances for sheltering vice and developing it by systematic training.

The educational problem for cities therefore assumes an importance that it possesses nowhere else. It is very necessary to gather the children into school at an early age and to subject them to strict discipline so as to secure habits of regularity, punctuality, self-control, industry, neatness and courtesy.

I commend the efforts of the Board in the direction of securing attendance at school at an early age, and of modifying primary education, so as to best meet the exigencies of the case, to your earnest attention.

I have discussed the relation of public school education to the State and municipality in a former report. "The support of Common Schools by public taxation is the needed recognition which capital is in duty bound to pay to labor. Ignorance does not know what it stands most in need of, and cannot be expected to discover and apply the right means for its own amelioration. The poor and ignorant understand very imperfectly the relation

of education to power, and they are too closely pursued by immediate necessities to adopt the far-seeing policy of investing their small earnings in the education of their children.

"The rising generation are fed and clothed and housed by the industry of their parents at an annual expense of from one hundred to five hundred dollars a year. The cost of education in our Public Schools averages about eighteen dollars a year. This small sum serves to utilize the vast sums expended in the support of youth. The era of childhood is the era of capitalizing physical and mental force for manhood. Where there are no schools, the youth lay up a capital of evil propensities, narrow superstitions, and depraved tastes. Where the schools are good, the youth that attend them convert into capital a fund of scientific knowledge and habits of industry and punctuality, and of obedience to rule. This difference can be measured in dollars and cents, and seen in the value of real estate investment in a community, as well as also by the higher moral standards usually applied to determine the results of culture in civilization. Statistics widely collected by the National Bureau of Education give the testimony of experience in different parts of the country as to the increase in value which a Common School education gives to labor. The simple ability to read and write, and make arithmetical calculations, insures an average of twenty-five to fifty per cent. better wages than are given to illiterate laborers. The complete Common School education adds from fifty to one hundred per cent. to the wages. Education gives availability and directive power."

For a further insight into the growth and management of the schools, I append some historical exhibits—the details of which I discussed in my last report.

In conclusion I hereby tender in behalf of the Board to the corps of teachers, to the superintendent and his assistants, to the secretary and other officers and employees, an acknowledgment of their earnest labors and faithful cooperation in advancing the interests of the schools.

THOMAS RICHESON,

President.

EXHIBIT I. *Showing increase of number of pupils.*

Year ending	No. pupils in day day schls.	Increase over pre- vo's yr.	No. pu- pils in evg. sc.
August 1, 1864.....	12,840	.....	1,021
" 1865.....	13,926	1,586	1,471
" 1866.....	14,556	630	1,672
" 1867.....	15,291	735	1,553
" 1868.....	18,460	3,169	2,134
" 1869.....	21,186	2,726	2,528
" 1870.....	24,347	3,161	2,464
" 1871.....	27,578	3,231	3,609
" 1872.....	30,294	2,716	4,137
" 1873.....	33,928	3,634*	4,015
" 1874.....	34,273	345†	5,577
" 1875.....	35,941	1,668	5,751
" 1876.....	38,890	2,449	5,273
" 1877.....	42,436	4,046	5,240
" 1878.....	49,578	7,142	6,417

* 13th Ward came in.

† 13th Ward went out.

EXHIBIT II. *Showing amounts expended for new School build-
ings and lots and for repairs.*

Year ending,	Expended for real est.	Repairs.
August 1, 1864.....	\$7,702	\$10,992
" 1865.....	6,051	12,297
" 1866.....	66,979	11,937
" 1867.....	149,476	22,374
" 1868.....	135,761	37,736
" 1869.....	439,682†	67,615
" 1870.....	191,895	23,161
" 1871.....	197,313	26,657
" 1872.....	152,698	39,296
" 1873.....	133,904	37,443
" 1874.....	18,888	60,729
" 1875.....	44,345	58,863
" 1876.....	21,388	30,785
" 1877.....	152,357	28,334
" 1878.....	175,902	36,782

Total for new buildings and lots.....\$1,904,284

" " improvements and repairs.....\$505,006

† The Polytechnic building purchased in 1868-9 cost \$230,000 of the \$439,682.

EXHIBIT III. *Showing increase of expenses for salaries of employees.*

Year ending	Teachers' salaries.	Janitors' salaries.	Officers' salaries.
August 1, 1864.....	88,078	6,461	5,524
" 1865.....	126,028	10,771	8,833
" 1866.....	153,232	12,093	11,707
" 1867.....	167,184	12,730	13,485
" 1868.....	207,972	16,886	14,461
" 1869.....	249,228	22,634	16,865
" 1870.....	304,407	28,985	17,410
" 1871.....	378,674	33,407	17,355
" 1872.....	420,529	36,463	18,500
" 1873.....	466,462	40,406	18,858
" 1874.....	499,426	45,070	22,181
" 1875.....	522,850	49,982	26,088
" 1876.....	543,741	47,857	25,699
" 1877.....	564,478	48,453	26,598
" 1878.....	607,929	53,537	27,162

EXHIBIT IV. *Showing receipts from regular sources of revenue.*

Year ending	Received from city tax.	Am't rec'd for each mill of tax assessed.	Received from rents.	Received from State sch. fund.
August 1, 1864.....	57,736	57,736	35,345	19,537
" 1865.....	146,191	73,095	35,234	none.
" 1866.....	174,364	87,182	43,788	"
" 1867.....	270,182	90,061	42,066	7,700
" 1868.....	410,771	136,924	48,630	36,706
" 1869.....	414,331	138,110	49,011	43,590
" 1870.....	521,537	130,384	52,459	49,029
" 1871.....	550,830	137,707	53,224	51,850
" 1872.....	608,160	152,040	51,378	64,540
" 1873.....	594,909	148,727	50,547	56,210
" 1874.....	623,280	155,807	50,208	74,045
" 1875.....	645,176	160,894	52,855	91,083
" 1876.....	761,527	152,304	50,275	96,743
" 1877.....	795,438	159,037	47,006	120,173
" 1878.....	891,599	178,319	47,427	85,117

EXHIBIT V. Showing bonded and floating debt.

Year ending	Bonded Debt.	Floating Debt.	Total Bills Payable.
August 1, 1864.....	none	\$65,400	\$65,400
" 1865.....	none	20,666	20,666
" 1866.....	none	61,305	61,305
" 1867.....	\$200,000	78	200,078
" 1868.....	200,000	151,922	351,922
" 1869.....	450,000	252,480	702,480
" 1870.....	450,000	94,751	544,751
" 1871.....	450,000	87,843	537,843
" 1872.....	350,000	164,094	514,094
" 1873.....	350,000	355,973	705,973
" 1874.....	550,000	285,140	835,140
" 1875.....	550,000	259,500	809,500
" 1876.....	550,000	95,400	645,400
" 1877.....	550,000	51,260	601,260
" 1878.....	350,000	13,285	363,285

EXHIBIT VI. Showing assets in the shape of bills receivable and cash in the treasury; also the net total debt after deducting total cash and bills receivable from total bills payable, given in Exhibit V.

For year ending	Bills Receivable.	Balance in Treasury.	Net Total Debt.	Rate of Tax levied on the Dollar.
August 1, 1864.....	\$ 23,431	\$ 70,454	none	1 mill.
" 1865.....	11,320	7,693	\$ 2,653	2 mills.
" 1866.....	43,218	9,075	9,012	2 "
" 1867.....	35,013	36,014	129,051	3 "
" 1868.....	228,224	14,630	109,068	3 "
" 1869.....	341,890	9,475	351,015	3 "
" 1870.....	200,390	22,733	321,628	4 "
" 1871.....	116,950	11,051	409,842	4 "
" 1872.....	76,444	27,621	409,929	4 "
" 1873.....	221,827	12,214	471,932	4 "
" 1874.....	225,665	4,207	605,268	4 "
" 1875.....	259,560	12,626	537,314	4 "
" 1876.....	232,613	74,786	338,001	5 "
" 1877.....	280,423	157,363	163,474	5 "
" 1878.....	282,195	34,836	46,254	5 "

REPORT OF SUPERINTENDENT.

OFFICE OF SUPERINTENDENT PUBLIC SCHOOLS }
ST. LOUIS, AUGUST 1, 1878. }

*To the Board of President and Directors
of the St. Louis Public Schools:*

GENTLEMEN: — I herewith submit the twenty-fourth Annual Report of the schools under your charge.

In former reports I have discussed the questions of classification and grading; coeducation of the sexes; moral instruction; the legitimate branches of a course of study in public schools, their proper order of succession, and their practical effects on the mind of the pupil; the hygienic condition of schools; the theories and results of the kindergarten; the proper length of school sessions and the advantages of half-day sessions for primary children, both in regard to economy and sound mental progress. In this report I recur to the question of a course of study, already treated of in the nineteenth Annual Report, and I have attempted to discuss certain practical bearings of that question upon the present tendency in our country to revolution and reaction. Whatever has become the established order during the past twenty years is now challenged by the reactionary party, as is always the custom — and very properly — in regard to epochs of social progress or decline. Each new epoch must begin with criticism upon the old.

In the following general summaries and exhibits of comparative statistics the results of the past year are conveniently tabulated for a general survey. The statistics in detail may be found in the appendix.

GENERAL STATISTICS.

POPULATION OF THE CITY.

Population of the city, October 1, 1877 (estimated).....440,000
 Number of children from 6 to 20 years of age (drawing State money)
 according to census of School Board, April 1877.....107,225
 Number from 6 to 16 years of age.....81,500

SCHOOL HOUSES.

[See Appendix Table I.]

Number of School Houses..... 95
 " owned by the Board..... 82
 " rented..... 13
 " heated with stoves..... 55
 " heated with furnaces or steam..... 40
 " school rooms661

Estimated value of school lots.....\$ 778,707 00
 " " buildings and furniture..... 2,042,889 72
 Total value of property for school purposes..... 2,821,596 72

Comparative Table for Twelve Years.

	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878
Number of houses...	30	35	40	48	52	58	67	54	56	66	88	95
Number of seats....	11,055	13,510	18,000	20,105	23,222	25,750	27,785	28,530	30,070	31,510	35,790	37,580

SCHOOLS AND TEACHERS.

[See Appendix, Table VII.]

Normal..... 1
 High and Branches..... 6
 District..... 54
 Colored..... 12
 Evening..... 34
 Total number of Schools..... 107
 Total number of teachers in day and evening schools.....1,056
 Average number of teachers in day schools..... 916

Males.....	93
Females.....	823
Principals.....	66
Assistants.....	840
Music Teachers.....	10
Number in Normal.....	12
Number in High and Branches.....	57
Number in District Schools.....	807
Number in Colored Schools.....	40
Number in Evening Schools.....	140

The item "High School and Branches," the number of which is above given as six, requires explanation. The action of the Board towards the close of the year abolished the so-called Branch High Schools by adding to the District School course of study the branches hitherto taught as a part of the High School course. Were the High School so-called abolished, it will be desirable and even necessary to teach the mentioned branches in the District School course,—as indeed they were taught (with one exception) in the District Schools before St. Louis had a High School.

The course of study for the year's work formerly conducted in the Branch High Schools, slightly modified by the action of the Board at the close of the past year, is as follows: English Grammar (Grammatical Analysis or "Syntax") completed; Rhetoricals (i. e. Composition Writing and Declamation); Latin Accidence (inflections); Arithmetic completed and Algebra begun; Physical Geography completed.

All of these branches are necessary to a thorough completion of the studies of the District Schools. Arithmetic demands a study of the expression of its rules in the general form by letters (algebraically), in order that its rules may not remain a matter of dead memorizing, but may be recalled at any future time by the pupil and reduced to words by him from the algebraic formulæ. Without this all that he knows of the application of the four elementary rules of arithmetic to the practical purposes of life may slip away and will slip away and be forgotten, if he does not keep it in constant use.

So too in Grammar: the system of inflections (declension of nouns and conjugation of verbs) in the English language is so full of anomalies and unexplained exceptions, that the pupil leaves the study without really knowing the rational basis of grammar at all.

But the study of Latin for a few weeks gives him the key to the distinctions made in English grammar. Latin has a complete system of inflections, by which the relations of the words in a sentence are indicated by modifications at the ends of the words. These modifications are syllables which became added to the roots of words in the course of the history of language, for the purpose of expressing personal relations. They are old pronouns or pronominal adverbs. The adverbs expressing relation to the speaker or subject, ex. : *here, there, yonder, hither (to)*, (and others meaning *agency, effect, etc.*) are added to the stems of nouns; while the relations of person and number are expressed by real pronouns.

The new ideas added to the pupil's stock of intellectual tools by a few weeks' study of Latin or of Algebra are of such importance, that their full value does not manifest itself all at once. A cistern may have more water in it at a given time than a spring; but the spring continues to flow while the cistern may be exhausted. These ideas go with the pupil into his after life and lie back in his mind and furnish answers to questions so various that it would be idle to attempt to make a list of them.

Hence the question frequently asked: Why do you include Latin and Algebra in your course of study for the District Schools? is easily answered. Nor does the ground urged by the objectors have weight: "In a year's time only a smattering of the Latin language and literature and only a superficial knowledge of Algebra, can be acquired." Every branch of knowledge and every step in intellectual progress may be called a "smattering" and "superficial" when it is regarded from the standpoint of higher branches or more advanced studies of the same branche. But the beginning of a new branch of study is the acquirement of its technique and general point of view as regards other studies, and this knowledge of technique and the outlines or boundaries is of more value than any subsequent information that one gains, for the ready uses of every-day life—that is to say, for the basis of correct judgment—"common sense", as it is called.

Comparative Table for Fourteen Years.

	1855	1856	1857	1858	1859	1870	1871	1872	1873	1874	1875	1876	1877	1878
Number of teachers.....	184	204	220	272	314	424	487	534	613	601	654	668	752	913
Annual increase.....	22	20	16	52	72	80	63	47	79	....	53	14	84	161
Number graduating from														
Normal School.....	18	25	18	32	29	30	34	34	33	48	67	82	66	50
No. applicants exam'd who were not from Normal School.....														
Eng.				131	109	179	195	146	182	122	78	40	22	201
Ger.						48	36	35	62	41	36	23	24	40
No. not graduating from the Normal who receiv'd appointments....														
Eng.				38	44	61	76	31	25	20	57	27	....	59
Ger.						20	13	11	23	8	13	11	8	13

In the above table there is noticed in the item of "annual increase" of teachers an altogether unusual change. The increase of 161 in one year is occasioned by the addition to the corps of teachers of a large number of "paid assistants" in the kindergartens.

The large number of applicants examined for the position of teacher includes the list of teachers from the newly extended limits of the city who were all required to pass the examination before being reappointed to positions in the schools. This re-examination was considered necessary on account of the practice of the Board to transfer teachers from one school to another and the consequent desirability of having all teachers stand on the same basis of qualifications. At the two examinations held for the teachers here mentioned, other applicants were admitted and over fifty teachers not graduates of the Normal School were added to the list waiting for appointments.

ENROLLMENT AND ATTENDANCE.

[See Appendix, Table II.]

Day Schools.....	49,578
Normal School.....girls	223
High School.....boys	91
Branch High Schools,.....	322
District Schools.....	22,829
Colored Schools.....	1,137
Evening Schools.....	5,464
Total number enrolled, day and evening schools.....	55,995

WHOLE NUMBER OF SCHOOL DAYS—200.

Number of pupils who attended 200 days.....	1,412
“ “ “ 180 to 200 days.....	16,207
“ “ “ 160 to 180 “	6,251
“ “ “ 140 to 160 “	4,165
“ “ “ 120 to 140 “	3,114
“ “ “ 100 to 120 “	2,823
“ “ “ 80 to 100 “	2,848
“ “ “ 60 to 80 “	2,718
“ “ “ 40 to 60 “	3,137
“ “ “ 20 to 40 “	2,855
“ “ “ less than 20 “	3,923
“ “ not absent during their enrollment.....	1,928
“ “ not tardy “ “	34,826
“ cases of tardiness.....	24,804
“ “ re-admittance.....	19,073

The total number of cases of tardiness is 24,804 for the 49,578 pupils enrolled in the day schools; this is 50 cases to each 100 pupils, a decrease from three hundred cases per year for each hundred pupils—the regular number twenty years ago.

Per Cent. of Entire Number Enrolled.

PUPILS ATTENDING.	1863-64	1864-65	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74	1874-75	1875-76	1876-77	1877-78
200 days.....	1	2	2	2	3	2	2	2	2	2	3	3	3	2	3
180-200.....	20	23	25	24	29	32	30	33	35	26	34	34	32	34	34
160-180.....	12	12	13	18	13	14	14	13	12	13	13	13	12	13	13
140-160.....	10	9	8	10	9	9	9	8	9	9	8	8	9	9	9
120-140.....	8	7	8	7	7	6	7	7	6	7	6	6	6	6	6
100-120.....	7	6	7	6	6	6	6	6	5	6	6	6	5	5	6
80-100.....	8	6	7	6	6	6	7	6	5	7	6	6	6	6	5
60-80.....	8	7	7	6	6	6	6	6	6	6	5	5	6	5	
40-60.....	9	9	8	7	7	7	7	7	7	8	6	7	7	7	6
20-40.....	8	9	7	8	7	6	6	6	6	8	6	6	6	6	5
1-20.....	9	10	8	6	7	6	6	6	7	8	7	6	8	7	8
Total.....	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Not absent.....	5	5	6	7	8	6	4	5	7	3	4	4	4	4	4
Not tardy.....	50	50	55	57	58	56	52	62	62	61	72	65	72	70	71
Cases of tardiness...	205	200	140	119	116	120	118	97	90	80	73	58	52	50	50

The above table shows at a glance the annual variation for fifteen years, in the items of attendance. It will be seen that the twenty-four thousand cases of tardiness occurred among 29 per cent. of the pupils and that 71 per cent. (34826) of the pupils were not late on a single occasion, morning or evening.

The meaning of regularity and punctuality as habits of life, has been frequently discussed in previous annual reports. These habits are the basis of moral education and alike the basis of industrial success in the world, because they render possible all combination of man with man and also are the condition of self-control and all rational effort.

The discipline of the schools in this respect, reacts very beneficially upon the community and the necessity of sending the child to school at an exact time every day and in all weathers or moods induces upon the whole family a greater regularity in the times of meals and in the hours of sleeping and waking.

AGES OF PUPILS.

[See Appendix, Table III.]

Number of Pupils 6 years old and under.....	11,663
“ “ 7 “ “ “	6,296
“ “ 8 “ “ “	5,708
“ “ 9 “ “ “	5,267
“ “ 10 “ “ “	5,153
“ “ 11 “ “ “	4,177
“ “ 12 “ “ “	3,779
“ “ 13 “ “ “	3,034
“ “ 14 “ “ “	1,887
“ “ 15 “ “ “	1,154
“ “ 16 “ “ and over	1,460
Average age.....	nine years, two months.

REPORT OF SUPERINTENDENT OF
Percentage of Entire Number Enrolled.

AGE OF PUPILS.	1864-1865.	1865-1866.	1866-1867.	1867-1868.	1868-1869.	1869-1870.	1870-1871.	1871-1872.	1872-1873.	1873-1874.	1874-1875.	1875-1876.	1876-1877.	1877-1878.
6 years and under..	15	12	6	4	5	6	7	8	9	9	9	10	22	23
7 " " ..	15	14	16	16	16	16	16	17	19	20	20	19	18	13
8 " " ..	13	14	15	14	13	14	13	12	12	12	13	13	12	11
9 " " ..	11	12	13	13	13	13	12	12	11	11	11	11	11	12
10 " " ..	11	12	13	12	12	12	12	12	11	10	10	10	10	12
11 " " ..	9	10	10	11	11	10	11	10	10	9	9	9	8	8
12 " " ..	9	9	9	10	10	9	9	9	9	9	8	8	8	6
13 " " ..	6	6	7	8	8	8	8	7	7	8	7	7	6	6
14 " " ..	5	5	5	5	5	5	5	6	5	5	5	5	4	4
15 " " ..	3	3	3	3	3	3	3	3	3	3	4	4	3	2
16 " and over..	3	3	3	4	4	4	4	4	4	4	4	4	3	3
Total.....	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Under 10 years.....	54	52	50	47	47	49	48	48	51	52	53	54	58	58
10 years and over ..	46	48	50	53	53	51	52	52	49	48	47	46	42	42

OCCUPATION OF PARENTS.

[See Appendix, Table IV.]

Children of Agents.....	1,508
" " Artists.....	310
" " Boarding-house Keepers and Victualers.....	539
" " Boatmen.....	751
" " Butchers.....	854
" " Clerks.....	2,371
" " Confectioners.....	318
" " Draymen and Teamsters.....	1,843
" " Farmers and Gardeners.....	1,017
" " Laborers.....	7,937
" " Laundresses.....	1,607
" " Manufacturers.....	4,158
" " Mechanics.....	10,655
" " Merchants.....	6,645
" " Professionals.....	2,100

Children of Public Officers.....	1,333
“ “ Saloon Keepers.....	1,124
“ “ Seamstresses.....	1,109
“ “ Unclassified.....	3,399

Per Cent. of the Whole Number Enrolled.

OCCUPATION OF PARENTS.	1864-65	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74	1874-75	1875-76	1876-77	1877-78
Agents.....	1.5	2.	2.	2.5	2.5	2.7	2.6	2.5	2.	2.7	2.7	3.	3.2	3.
Artists.....	.7	.7	5.4	.7	.6	.5	.5	.4	.4	.5	.7	.5	.8	.7
Boarding-house Keepers, Victualers & Confectioners.....					2.1	1.3	2.	2.2	1.2	1.4	1.7	1.2	.3	1.7
Boatmen.....	5.6	6.2	5.	4.2	3.8	3.2	3.	2.6	2.5	2.	2.	1.7	1.5	1.5
Butchers.....	1.4	1.5	2.	1.5	1.8	1.4	1.4	1.6	2.	1.6	1.5	1.6	1.8	1.7
Clerks.....	3.3	4.1	3.7	3.8	3.8	3.1	3.3	3.7	3.7	3.9	4.3	4.9	4.8	4.8
Draymen and Teamsters.....	2.4	2.7	4.	3.3	3.4	4.	3.6	3.6	3.7	4.1	4.2	3.3	4.	4.
Farmers and Gardeners.....	2.3	2.5	2.1	1.8	2	2.	2.3	2.2	3.1	2	1.6	1.6	1.6	2.
Laborers.....	9.	10.4	11.2	11.9	12.4	14.	13.3	12.4	12.4	13.7	13.6	12.8	14.	16.
Landresses.....	2.	2.4	2.7	3.1	2.8	2.8	3.2	3.5	3.5	3.7	3.3	3.4	3.1	3.
Manufacturers.....	5.1	5.3	6.4	6.2	6.9	8.4	6.5	7.3	8.4	7.7	7.6	7.4	8.1	8.4
Mechanics.....	26.3	24.2	24.1	23.7	22.4	22.	22.5	23.9	22.4	23.	23.8	23.5	22.2	21.5
Merchants.....	11.1	12.6	12.4	12.3	11.4	12.4	12.5	11.	12.9	12.5	12.4	12.8	13.2	13.4
Professionals.....	3.2	4.1	4.	3.3	3.8	3.5	3.4	3.5	3.6	3.6	3.9	4.	4.5	4.2
Public Officers.....	5.1	4.	3.2	3.5	2.6	2.7	2.6	2.6	2.6	2.4	2.7	2.8	2.6	2.7
Saloon Keepers.....	1.7	1.8	2.	1.9	2.1	2.1	2.	2.2	2.4	2.5	2.5	2.3	2.	2.3
Seamstresses.....	3.1	3.	3.1	3.1	3.	2.7	2.6	2.7	3.7	2.8	2.6	2.6	2.4	2.2
Unclassified.....	16.2	12.5	6.7	13.2	12.6	11.2	12.7	12.1	9.5	9.7	8.6	10.6	9.9	6.9
	100	100	100	100	100	100	100	100	100	100	100	100	100	100

BIRTH PLACES.

[See Appendix, Table V.]

Children born in St. Louis.....	35,619
“ “ Missouri, outside of St. Louis.....	3,342
“ “ elsewhere in the United States.....	8,306
“ “ in foreign countries.....	2,311

REPORT OF SUPERINTENDENT OF

Per Cent. of Total Number Enrolled.

PUPILS, WHERE BORN	1864-65	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74	1874-75	1875-76	1876-77	1877-78
St. Louis.....	55	59	60	61	63	65	65	66	68	68	68	69	71	72
Missouri, outside of St. Louis.....	8	8	9	8	7	8	8	7	7	7	7	6	6	7
Eastern States.....	2	2	2	1	1	1	1	1	1	1	1	1	1	1
Middle States.....	7	6	5	5	4	4	4	4	3	4	3	4	3	3
Southern States.....	4	2	3	3	4	3	4	4	3	3	3	2	3	3
W'st'n States & Terr.	15	15	15	15	15	13	12	11	12	11	12	12	11	10
British America.....	1	1	1	...	...	...	...	...	...	...	...	...	...	...
Great Britain.....	2	2	1	1	1	1	1	2	2	1	2	2	1	1
Ireland.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1
German States.....	3	2	2	3	2	2	3	2	2	3	2	2	1	1
Other places.....	2	2	1	2	2	2	1	2	1	1	1	1	2	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Percent. born in U. S.	91	92	94	93	94	94	94	93	94	94	94	95	95	95
" " fr'gn countries	9	8	6	7	6	6	6	7	6	6	6	5	5	5

In the above table there is obvious the continued increase of natives of St. Louis as against immigrant children from other places. By the census of 1870 five-sevenths of the population of St. Louis County appeared to be descended from parents one or both of whom were born outside of the United States. In 1859 only 46 per cent of the children in our schools were natives of St. Louis.

CLASSIFICATION BY GRADES OF ADVANCEMENT IN STUDIES.

[See Appendix Table VII.]

(Number belonging at close of each Quarter.)

SCHOOLS.	1876-77.				1877-78.			
	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
NORMAL SCHOOL.								
Senior Class.....	48	45	64	63	50	48	50	46
Middle ".....	39	37	43	39	28	29	30	24
Junior ".....	42	38	38	38	34	42	34	32
Fourth ".....	43	39	33	31	57	66	76	70
Total.....	172	169	178	171	169	185	190	172
HIGH SCHOOL.								
Senior Class.....	51	58	62	59	48	63	71	67
Third ".....	52	55	76	82	89	95	110	122
Second ".....	200	199	199	199	172	157	150	128
Junior ".....	519	436	439	355	409	422	456	379
Total.....	831	748	776	695	718	737	787	696
DISTRICT SCHOOLS.								
No. pupils 8th year of course.....	357	589	870	677	755	756	714	743
" " 7th " ".....	730	897	866	907	940	909	985	945
" " 6th " ".....	1,255	1,419	1,490	1,343	1,486	1,576	1,547	1,579
" " 5th " ".....	2,092	2,072	1,986	2,120	2,231	2,364	2,743	2,520
" " 4th " ".....	3,125	3,436	3,328	3,256	4,141	4,309	4,613	3,925
" " 3d " ".....	4,760	5,281	5,544	5,205	5,018	5,874	5,366	5,419
" " 2d " ".....	5,682	4,911	5,084	5,184	6,218	5,887	6,129	5,585
" " 1st " ".....	10,157	9,626	9,438	8,490	12,477	12,029	11,804	10,335
Total.....	28,138	28,301	28,606	27,182	33,266	33,704	33,901	31,051
COLORS SCHOOLS.								
No. pupils 8th year of course.....	5	.....	8	7	8	7	14	12
" " 7th " ".....	6	22	12	10	6	4	19	19
" " 6th " ".....	15	.....	16	12	17	17	.....	.....
" " 5th " ".....	30	57	67	58	48	73	101	91
" " 4th " ".....	105	117	130	87	215	207	203	237
" " 3d " ".....	191	251	196	229	258	242	285	210
" " 2d " ".....	261	234	179	240	314	289	288	282
" " 1st " ".....	549	316	394	342	641	674	648	671
Total.....	1,162	997	1,002	985	1,507	1,513	1,558	14,22
Grand Total.....	30,303	30,298	30,502	29,633	35,660	36,139	36,436	33,341

REPORT OF SUPERINTENDENT OF

Per Cent of Total Number belonging at Close of Quarter.

	Normal.	High.	DISTRICT SCHOOLS.							
			8th year.	7th year.	6th year.	5th year.	4th year.	3rd year.	2nd year.	1st year.
1st quarter, 1874-76....	.69	2.77	2.78	3.02	3.44	6.69	10.91	11.26	10.19	41.02
2d " " ....	.70	3.07	2.37	3.04	3.22	8.22	10.66	16.48	12.85	39.07
3d " " ....	.62	3.32	2.91	3.01	3.68	7.95	11.26	15.69	12.83	39.98
4th " " ....	.64	3.41	2.59	2.75	4.55	8.36	10.30	16.52	13.57	37.16
Average for year.....	.66	3.14	2.66	2.96	3.72	7.81	10.71	14.99	12.36	39.06
1st quarter, 1875-76....	.81	2.96	2.46	2.39	4.04	6.48	11.09	14.83	12.59	42.35
2d " " ....	.89	3.18	2.44	2.61	4.71	7.40	11.60	15.33	12.62	39.22
3d " " ....	.62	3.31	2.26	2.80	5.02	7.72	10.85	15.64	13.66	38.12
4th " " ....	.63	3.55	2.37	3.45	4.34	7.89	10.54	16.86	14.67	35.70
Average for year.....	.74	3.24	2.36	2.80	4.53	7.36	11.03	15.65	13.38	38.91
1st quarter, 1876-77....	.57	2.74	1.19	2.43	4.20	7.10	10.76	16.34	19.31	35.36
2d " " ....	.52	2.44	2.00	2.90	4.40	7.15	12.11	18.32	17.03	33.13
3d " " ....	.58	2.54	2.89	2.89	5.00	6.70	11.32	18.76	17.22	32.10
4th " " ....	.59	2.31	2.36	3.16	4.57	7.50	11.51	18.70	18.78	30.52
Average for year.....	.57	2.53	2.10	2.87	4.62	7.06	11.31	18.03	18.11	32.80
1st quarter, 1877-78....	.47	2.01	2.14	2.65	4.22	6.39	12.22	14.79	18.32	36.79
2d " " ....	.51	2.04	2.11	2.52	4.41	6.75	12.49	16.93	17.09	35.15
3d " " ....	.53	2.16	2.00	2.76	4.25	7.81	13.21	15.50	17.61	34.18
4th " " ....	.52	2.09	2.26	2.89	4.74	7.83	12.48	16.88	17.60	32.71
Average for year.....	.50	2.08	2.13	2.71	4.41	7.19	12.60	16.02	17.65	34.71

The enrollment of pupils during the past year shows 68 per cent. in the lowest three years' work of our course of study, and 81 per cent. of all the pupils in the lowest four years—or the primary grades. Only 19 per cent. were in work more advanced than the primary work and these were distributed through the eight years of work in the Grammar Schools and High School.

GERMAN-ENGLISH INSTRUCTION.

[See Appendix, Table VIII.]

YEARS.	No. Schools having German-English Classes.	No. of Teachers.	Average No. Pupils belonging.		
			German- American.	Anglo- American.	Total.
1865-66.....	7	8	.....	.....	710
1866-67.....	9	10	.....	.....	1,446
1867-68.....	14	17	1,887	589	2,476
1868-69.....	19	25	3,461	379	3,840
1869-70.....	32	38	5,709	504	6,213
1870-71.....	37	46	6,951	1,114	8,071
1871-72.....	41	53	8,702	1,544	10,246
1872-73.....	41	59	8,865	3,190	12,055
1873-74.....	44	67	10,668	5,128	15,769
1874-75.....	44	74	11,527	5,670	17,197
1875-76.....	44	76	12,092	6,069	18,161
1876-77.....	44	78	12,787	5,940	18,727
1877-78.....	56	89	14,510	6,341	20,851

It will be observed that the increase in pupils studying German is 2,124 of whom 401 are Anglo-Americans and 1,723 are German-Americans. The number of Anglo-Americans studying German is abnormally large. It has significance, however, in showing how completely the national prejudice against Germans as a foreign element of our population has been obliterated by the mingling of both classes in our schools.

ENROLLMENT, ATTENDANCE, AND COST OF INSTRUCTION.

[See Appendix, Table VI.]

YEAR.	Whole Number Enrolled in Day Schools.			Average No. Belonging.	Average Attendance.	Per cent. of Attendance.	Per cent. of Attendance on Total No. Enrolled.	Average No. of Teachers.	Av. No. of Pupils belonging to each English Teacher.	Average Cost of Tuition per Scholar.	Average Cost of Incidentals.	Total Cost per Scholar.	Average Amount of Teachers' Salaries.
	Boys.	Girls.	Total.										
1857-58..	5,038	4,711	9,769	5,814	5,361	92	55	123	47	\$11 05	\$2 95	\$14 60	\$550 75
1858-59..	5,342	4,769	10,111	6,253	5,739	92	57	140	45	13 29	3 87	17 16	583 51
1859-60..	5,933	5,409	11,342	7,040	6,422	91	56	138	45	12 16	2 35	14 57	593 20
1860-61..	6,347	5,819	12,166	8,098	7,407	92	61	167	49	9 65	1 83	11 48	409 52
1861-62..	2,909	2,878	5,787	3,654	3,364	93	58	76	48	12 59	1 40	14 00	605 64
1862-63..	4,116	3,989	8,105	5,272	4,752	91	58	111	50	.....	.....	11 19	465 65
1863-64..	6,139	6,210	12,340	7,715	7,058	91	57	162	48	11 17	2 49	13 66	532 35
1864-65..	6,960	6,966	13,926	9,000	8,121	90	58	184	48	13 31	3 86	17 17	657 04
1865-66..	7,256	7,300	14,566	9,503	8,846	91	61	204	47	15 15	3 98	19 13	792 77
1866-67..	7,830	7,461	15,291	10,754	10,029	93	66	200	47	14 85	1 99	16 84	725 77
1867-68..	9,246	9,214	18,460	12,281	11,848	93	64	278	46	15 51	2 13	17 64	713 00
1868-69..	10,757	10,429	21,186	15,282	14,218	93	67	340	49	15 86	2 03	17 89	711 84
1869-70..	12,173	12,172	24,347	17,670	16,277	92	67	411	48	16 85	2 05	18 90	704 98
1870-71..	13,688	13,899	27,587	19,884	18,428	93	67	487	46	18 33	2 49	20 82	748 51
1871-72..	15,085	15,209	30,294	22,010	20,479	93	67	534	46	18 53	2 28	20 82	763 88
1872-73..	16,895	17,033	33,928	23,002	21,113	92	62	613	42	19 74	2 18	21 92	740 65
1873-74..	16,825	17,448	34,273	24,731	23,105	93	67	601	47	18 80	2 71	21 51	773 43
1874-75..	17,692	18,249	35,941	26,183	24,438	93	68	654	46	19 21	2 53	21 74	772 43
1875-76..	18,825	19,535	38,360	27,501	25,426	93	66	668	47	19 10	2 16	21 26	786 84
1876-77..	20,729	21,707	42,436	29,774	27,581	93	66	752	45	18 04	2 15	20 19	714 38
1877-78..	24,379	25,199	49,578	35,710	33,075	93	67	916	46	16 39	2 06	18 45	639 00

The above table shows that the tuition per pupil the past year has fallen from \$18.04 the year before to \$16.39, or \$1.65 per pupil. The previous year showed a reduction of \$1.06 on the year 1874-75.

The expense of incidentals has likewise fallen slightly. Under

the term "incidentals" are included fuel, janitor hire, books for reference or text books for indigent pupils, pens, chalk, maps and other apparatus, and in short, all ordinary running expenses except the salaries of teachers. The "tuition" per pupil is found by dividing the aggregate salaries of teachers and superintendents by the average number of pupils belonging to school.

The Board inaugurated during the past year the system of furnishing schoolbooks to children at cost price, buying the same at wholesale direct from the publishers and selling them through the teachers of the schools. In times of unusual financial distress like the present, this measure gives relief where it is most needed. People are prone to regard books and education as a luxury and to stint the supply of food for the mind rather than of that for the body.

The average attendance of each pupil enrolled the past year was 134 days. If we calculate the cost of tuition and incidentals on this basis we find that the cost for each pupil was,

For tuition	\$10 98
For incidentals	1 38
Total	\$12 36

This includes all pupils educated in our Schools whether in the Normal, the High, the District Schools or the Kindergartens. The average cost of tuition for each pupil, in our schools for the time that he actually belongs to school, therefore is nine cents and two mills per day or exactly 46 cents per week.

The schedule of salaries paid teachers which had been revised at the close of the previous year was further revised in June last and now stand as follows:

DISTRICT SCHOOLS.

	Minimum-Maximum.	
4th Assistants (half day)	\$ 200	\$ 300
3rd Assistants (whole day)	400	550
2nd Assistants	450	600
1st Assistants	500	700
Head Assistants	650	850
Assistant Principal.	1000	1200
1st Assistant.	1700	2000

REPORT OF SUPERINTENDENT.

HIGH AND NORMAL SCHOOLS.

	Minimum—Maximum.	
5th Assistant	\$ 650	\$ 800
4th Assistant	750	950
3rd Assistant	1000	1200
2nd Assistant	1400	1800

MISCELLANEOUS.

	Minimum—Maximum.	
Music teachers	1300	1500
Drawing Supervisors	1300	1500
Paid Assistant Kindergarten	100	200

PRINCIPALS.

	Minimum—Maximum.	
First Class Schools.....	\$1700	\$2000
Second “ “	1500	1800
Third “ “	1200	1500
Fourth “ “	900	1100
Fifth “ “	800	900
Sixth “ “	700	800
Seventh “ “	600	650
High and Normal Schools	2400	2600

The salaries of German-English assistants fixed at the same rates as corresponding English assistants.

The advance from minimum salary is at the rate of fifty dollars for each year's service in the salaries below \$1300, and at the rate of one hundred dollars per annum in those above that amount.

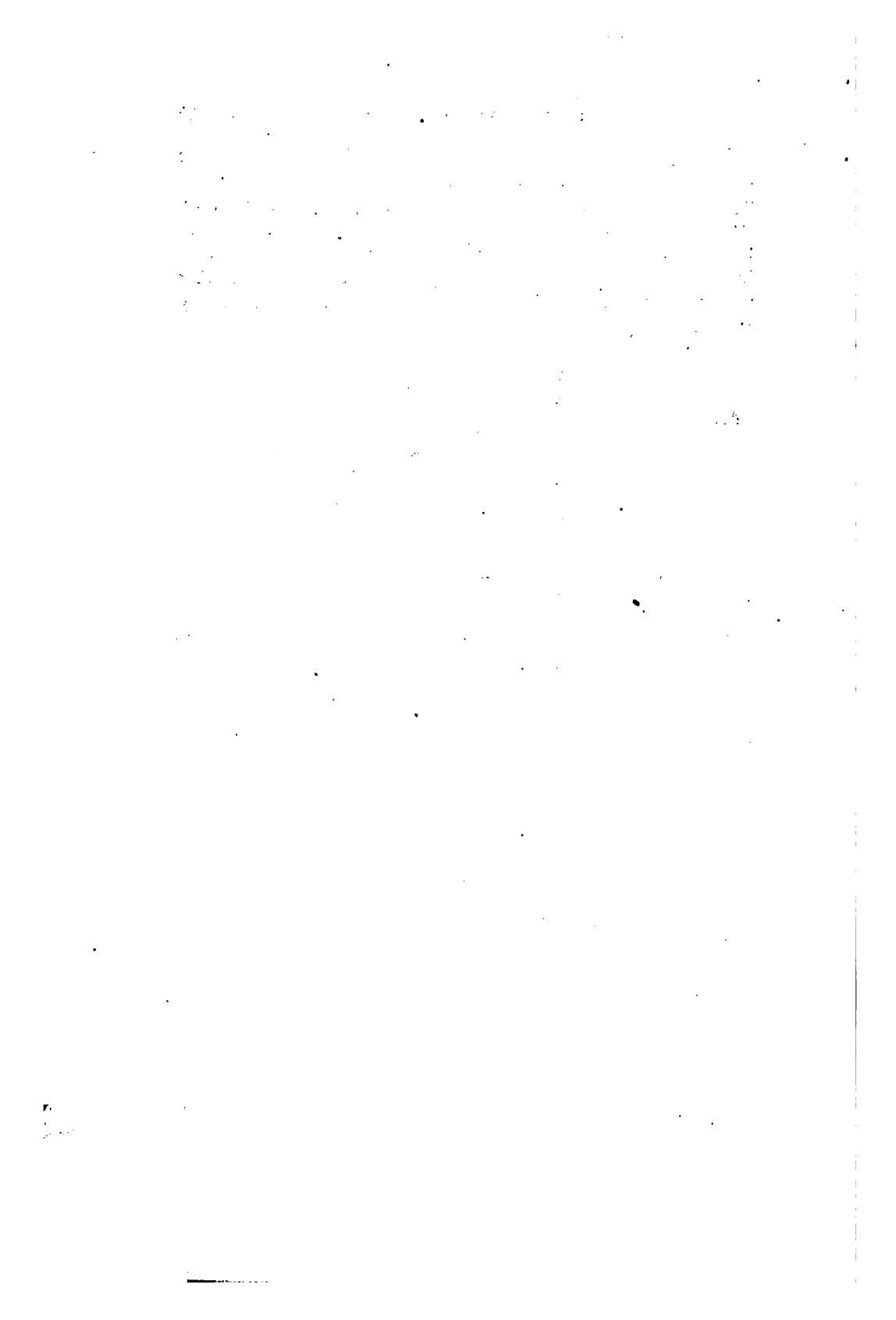
In reply to the oft repeated statement that the Board "imports teachers from the East" I gave statistics in my last report showing that out of 824 teachers (not including any Kindergarten teachers) there were 595 who had been and only 229 who had not been educated in St. Louis Schools (440 in our Normal School, 21 in private Schools, 184 in our other public Schools.) The number of teachers not from Missouri, employed in our Schools during the past four years, I find to be

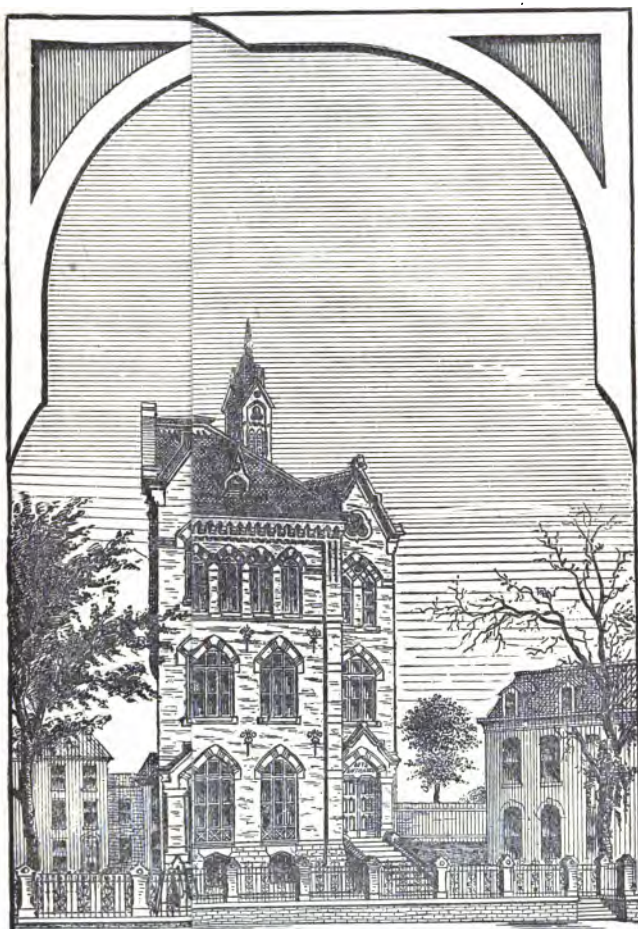
4	from Ohio,
2	" Massachusetts,
4	" New York,
4	" Illinois,
1	" Arkansas,
1	" West Virginia,
1	" Indiana,
1	" Iowa,
1	" Virginia,
1	" Michigan.

19 in all.

During the same period over four hundred new teachers (including reappointments of teachers who had resigned in former years) received appointment.

The following report of the Principal of the Normal School gives important information on the condition and prospects of that School.





PLAN.
REFERENCES.
 A. CHURCH ROOM ABOVE
 B. VESTIBULE
 C. WARDROBE
 D. HALL 6' 6" W.
 E. CHURCHWOMEN'S LOUNGE
 F. SUNDAY SCHOOL ROOM
 G. PRISON AIR SHED
 SIZE OF LOT
 115' 0" x 130' 0"
 SIZE OF BUILDING
 64' 0" x 100' 0"
 COST OF
 \$81,000:00
 BUILDING.



NORMAL SCHOOL.

REPORT OF PRINCIPAL.

MR. WM. T. HARRIS, *Superintendent* :

SIR : — During the past year two classes have graduated from the Normal School and received their diplomas. The class of January numbered 22, the class of June 27 students, making the total number of graduates for the year '77-'78 forty-nine, which is the smallest number of graduates sent out since 1873. This is a list of their names ;

31st GRADUATING CLASS—JANUARY 26TH, 1878.

Mary V. Baker,
Louise E. Beck,
Kate Bertram,
Venda Cohen,
Minnie K. Davis,
Maggie Donovan,
Adele Fisse,
Mary J. Garrell,
Harriet A. Higgins,
Nettie V. Hight,
Nannie Hynson,

Mary E. Kennedy,
May B. Lewis,
Laura Mansfield,
Eliza M. Muehleman,
Ella O'Fallon,
Lizzie M. Ring,
Anna M. Ryan,
Stella Blanche Stith,
Marie Stocker,
Margaret Sullivan,
Jennie Taylor.

32ND GRADUATING CLASS—JUNE 8TH, 1878.

Nannie M. Black,	Adeline M. Loeher,
Mary D. Byrne,	Clara N. Lord,
Ella Davis,	Corinne Lynch,
Fannie E. Diekenga,	Agnes J. Macdonald,
Cecilia A. Dwyer,	Kate H. Merry,
Corinne W. Flagler,	Lizzie M. Nichols,
Mary A. E. Flaherty,	Jennie K. Partridge,
Julia Forby,	S. Ella Pickford,
Sallie Gould,	Ella S. Putney,
Cora L. Hanson,	Sophia Ruhmschussel,
Brooks L. Hickman,	Dora E. Supples,
Bertha Hinsch,	Anna Veil,
Katie A. Jones,	Mary Agnes Waddock,
Emma F. Wright.	

The following is an abstract of the statistical records of the School during the past year:

SUMMARY OF STATISTICAL RECORD.

Attendance, 1877-78.

Total number enrolled.....	225
Average " attending.....	173
Per Cent of attendance.....	96.6
No. of cases of tardiness.....	5.
Number of pupils never tardy.....	220

Average age 18.8

Number of graduates —

1873-74	48
1874-75	71
1875-76	82
1876-77.....	67
1877-78	49

NUMBER OF GRADUATES.

A number of graduates of former classes are still waiting for appointments. The cause of this is, not so much that more graduates have been sent out than was necessary to fill vacancies, as that an examination was held in Summer 1877, when no vacancies

existed except such as might have been filled by graduates of the school. If no examination had taken place at that time, hardly enough Normal graduates would remain on the list now to substitute and to fill temporary vacancies caused by the absence of teachers. In addition to the 70 teachers added to the list by the examination referred to, I am informed that about 50 teachers who had left the schools in former years applied and were reappointed.

I am not sufficiently informed as to the nature of the examination, but judging from what is said in reference to it in the official Proceedings of the Board of Public Schools, it must have been rather an easy one. I quote the following from the report of the meeting of December 18th, 1877: "At present the examination for admission to the Normal is more difficult than the examination that has been required for admission to the schools direct as a teacher. We have admitted the past summer by examination many teachers, who could not have sustained themselves at the Normal School." In corroboration of this statement I can say that several who found it impossible to do the work of the lowest class of the Normal School experienced no difficulty in passing the examination of 1877.

I have mentioned these facts in order to explain that the surplus of unemployed teachers at present on the list of the Board is not altogether due to the number of graduates sent out by the Normal School. The number of students in the class of this year, 49, is not more than barely sufficient, I believe, to fill the vacancies which have occurred during the year just closed. It has been the endeavor of the Normal School to regulate the supply of graduates by the demand of the schools, and, in consequence, the greatest care has been used in admitting new candidates, and in limiting the number admitted when the schools seemed to need but few new teachers. The same care is used in promotion to higher classes.

RESPONSIBILITIES OF NORMAL SCHOOL TEACHERS.

Not all who wish to become teachers possess the requisite qualifications for this vocation. Some fail to acquire the necessary knowledge; others find it difficult to express what they know and cannot communicate their knowledge to others. I may be allowed

to quote from your report in the proceedings of the Board (p. 404) 1877;

"The test of ability in the Normal School is no mere theoretical test. Every day the will-power of the apprentice-teacher is tested—her ability to control herself and to control others, to express her own knowledge and criticise the expression of others, and to draw out from them the correct expression, her habits of minute attention to the matters which are sure success in the school-room and even her aims and aspirations. The graduates of the Normal School have stood these tests from one to two and a half years. It is not surprising, therefore, that of the teachers marked in the highest rank by the principals at their annual interview with the teacher's committee, twice as large a number should be from the Normal School as from other sources, making allowance for the relative proportion of the same in our corps of teachers."

When the teachers of the Normal School find after a sufficient trial that one of their pupils lacks the natural ability necessary to the work of teaching, it becomes their duty to advise such a student not to waste her time on work which is beyond her power. Here, of course, the wish of the pupil to become a teacher may come into conflict with the will of the public; namely, not to have those students sent out as young teachers into the District Schools who are incapable of doing good work. In such cases the teachers of the Normal School have no choice: they must submit to the Teachers' Committee of the School Board the names of pupils who are not qualified to become teachers.

Rule 58 of the School Board says in reference to this: "They (the Teachers' Committee) shall cause the withdrawal from the Normal School of all pupils who do not, after a reasonable trial, manifest such qualities as will render them successful teachers."

It is an extremely painful and disagreeable matter to tell any pupil that she has not the ability for a calling by which she intended to earn a livelihood, and it is still more difficult to convince her friends that such is the case. In many instances in which the sole cause of the failure is lack of natural talent on part of the pupil, her teachers are blamed for this, as if it were their fault, and not unfrequently, the powerful influence of the relatives of the pupils in question and of their friends is brought to bear, in

order to make the teachers revoke their decision. In such cases, it is necessary that the teachers should rather submit to unjust resentment of individuals and do their duty to the Public Schools at large than to allow incapable pupils to become teachers. The whole difficulty lies in the fact that not every one who wishes to be a teacher has the necessary ability for it.

ECONOMY OF NORMAL SCHOOLS.

The sifting process carried on in a Normal School, by which those who are not qualified to become teachers are caused to adopt some other vocation, is a saving to the public, worth, perhaps, the whole cost of the school. If these persons were allowed to become teachers, and their incompetency should not happen to be discovered for some of time, the money spent for their salaries while they are employed, and the time of the children under their charge would be wasted, and the loss incurred could hardly be calculated in dollars and cents.

In addition to this there is direct evidence that the maintenance of a good Normal School is a saving of public money in the end. No good system of schools is possible without good teachers. There are many persons who have a very inadequate idea of the large number of resignations tendered every year. There is a rather quick rotation of office going on continually among teachers. Five years is considered a liberal estimate of the average time during which a person continues to teach, (three years for the average teacher of the United States according to best estimates) and a certain number of vacancies are bound to take place every year. In 1868 the number of new appointments amounted to 32 per cent of the number employed in this city in 1867. In 1874 the new appointments were 11 per cent of the number of teachers in the schools during the previous year. In brief, a large number of resignations occurs every year, and the question arises how might those positions be filled if the supply of teachers from the Normal School were cut off?

There appear to be only two ways possible. The one is to appoint inexperienced persons who have never studied the science, and know nothing of the art of teaching; the only other possible plan is to fill all vacancies by engaging teachers from other cities.

Either plan would be, to say the least, twice as expensive as maintaining a Normal School.

By engaging inexperienced persons to fill a teacher's position, the public must pay for their education while they are as yet unqualified to teach; for such persons instead of learning their work in a Normal School first, would by, this plan, be allowed to draw the full salary of a teacher while they are slowly acquiring the rudiments of their profession. The services of such teachers would for a long time be far from being an equivalent for the salaries which they receive. It seems certainly cheaper to have teachers prepared for their work in a Normal School before they receive salaries. The time of the children of this city is too precious to allow it to be wasted by an inexperienced and ill prepared person. Thus this plan is not a saving but a much greater expense than the maintenance of a Normal School.

The second plan is to engage teachers from other cities to fill existing vacancies instead of maintaining a Normal School. Such a course, in the first place would leave our District schools at the mercy of a class of migrating teachers. Our community has thus far taken a very decided stand against this plan. We might have those teachers whose services other cities did not care to engage. But even the very best, who might be induced to accept positions by the offer of a high salary, would be ignorant of the many peculiarities of the St. Louis Schools and of the life and spirit of our city.

The next question is, can the services of experienced and excellent teachers from other cities be secured.

Certainly, if advantages in regard to salary and promotion are offered, sufficient to induce them to relinquish their own positions and to move to this city. If this plan is resorted to, it will therefore be necessary to keep the salaries paid here, above those of other cities; otherwise the vacancies occurring cannot be filled in this way. This plan would involve a yearly outlay of money in salaries, probably, five times as large as the cost of a Normal School. If a city wishes to keep salaries on the same level with those of other cities she must secure a sufficient supply of teachers in her own midst. Whatever money is spent in maintaining a Normal School is therefore saved many times in salaries and by the

quality of the instruction which the pupils in the District School receive. As a consequence of this wise and economical policy of the Board, exhibited in maintaining the Normal School, we may point to the fact, that by far the greater number of teachers employed in our District Schools at present, have received all their education in this city, and are perfectly familiar with our institutions.

All of which is respectfully submitted.

LOUIS SOLDAN,

Principal Normal School.

HIGH SCHOOL.

According to the report of the National Commissioners of education there are High Schools established in the following cities of the United States (cities having 7,500 inhabitants and more):

Cities.	No. of teachers.	No. of pupils.
San Francisco, Cal.....	28	671
Denver, Col	4	Not reported.
Bridgeport, Conn	3	" "
New Britain, Conn.....	4	" "
Hartford, Conn.....	Not reported.	" "
New Haven, Conn....	14	487
New London, Conn.....	4	112
Atlanta, Ga.....	6	Not reported.
Columbus, Ga.....	1	40
Savannah, Ga.....	8	Not reported.
Belleville, Ill.....	2	61
Bloomington, Ill.....	4	Not reported.
Chicago, Ill.....	38	1200
Decatur, Ill.....	6	208
Jacksonville, Ill.....	4	115
Joliet, Ill.....	2	Not reported.
Peoria, Ill.....	5	147
Quincy, Ill.....	6	Not reported.
Rock Island, Ill.....	3	121
Springfield, Ill.....	4	Not reported.
Fort Wayne, Ind.....	7	175
Indianapolis, Ind	16	498
Lafayette, Ind.....	7	Not reported.
Richmond, Ind.....	4	140
Terre Haute, Ind.....	5	193
Council Bluffs, Iowa.....	3	Not reported.
Davenport, Iowa.....	4	211
Des Moines, Iowa.....	3	Not reported.

Cities.	No of teachers.	No. of pupils.
Dubuque, Iowa.....	5	98
Lawrence, Kansas.....	3	187
Covington, Ky.....	5	195
Louisville, Ky.....	20	660
Newport, Ky.....	2	Not reported.
New Orleans, La.....	Not reported	" "
Bangor, Maine.....	5	" "
Biddeford, Maine.....	1	" "
Lewiston, Maine.....	5	" "
Portland, Maine.....	15	443
Baltimore, Md.....	36	Not reported.
Boston, Mass.....	97	(2000)
Cambridge, Mass.....	12	423
Fall River, Mass.....	6	244
Fitchbury, Mass.....	6	170
Haverill, Mass.....	8	175
Holyoke, Mass.....	3	84
Lawrence, Mass.....	9	220
Lowell, Mass.....	10	413
Lynn, Mass.....	5	151
Marlboro, Mass.....	3	Not reported.
New Bedford, Mass.....	3	" "
Newburyport, Mass.....	5	321
Newton, Mass.....	7	Not reported.
Salem, Mass.....	8	251
Springfield, Mass.....	9	336
Taunton, Mass.....	4	177
Weymouth, Mass.....	4	126
Woburn, Mass.....	4	Not reported.
Worcester, Mass.....	12	545
Adrian, Mich.....	5	150
Bay City, Mich.....	3	102
Detroit, Mich.....	Not reported.	Not reported.
East Saginaw, Mich.....	4	148
Grand Rapids, Mich.....	7	362
Saginaw, Mich.....	3	65
Minneapolis, Minn.....	5	Not reported.
St. Paul, Minn.....	Not reported.	" "
Natchez, Miss.....	2	" "
Vicksburg, Miss.....	5	" "
Hannibal, Mo.....	1	" "
St. Joseph, Mo.....	5	196
Omaha, Neb.....	2	59
Manchester, N. H.....	6	285

Cities.	No. of teachers.	No. of pupils.
Nashua, N. H.....	4	147
Portsmouth, N. H.....	4	Not reported.
Elizabeth, N. J.....	8	146
Jersey City, N. J.....	11	463
Newark, N. J.....	12	454
New Brunswick, N. J.....	4	120
Orange, N. J.....	3	71
Paterson, N. J.....	4	98
Auburn, N. Y.....	5	205
Binghampton, N. Y.....	5	480
Buffalo, N. Y.....	Not reported.	Not reported.
Cohoes, N. Y.....	4	175
Elmira, N. Y.....	5	149
Ithaca, N. Y.....	5	Not reported.
Kingston, N. Y.....	6	" "
Lockport, N. Y.....	9	482
Newburgh, N. Y.....	5	186
New York City, N. Y.....	Not reported.	Not reported.
Oswego, N. Y.....	" "	" "
Poughkeepsie, N. Y.....	7	254
Rochester, N. Y.....	9	414
Rome, N. Y.....	6	180
Saratoga Springs, N. Y.....	3	108
Schenectady, N. Y.....	5	Not reported
Syracuse, N. Y.....	11	372
Troy, N. Y.....	4	107
Utica, N. Y.....	9	124
Watertown, N. Y.....	6	251
Akron, O.....	4	160
Canton, O.....	3	86
Chillicothe, O.....	4	106
Cincinnati, O.....	24	924
Columbus, O.....	10	368
Dayton, O.....	7	191
Hamilton, O.....	3	130
Mansfield, O.....	5	132
Newark, O.....	5	112
Portsmouth, O.....	2	96
Sandusky, O.....	3	86
Steubenville, O.....	4	123
Springfield, O.....	3	Not reported.
Toledo, O.....	13	192
Zanesville, O.....	1	163
Allenton, Pa.....	3	110

Cities.	No. of teachers.	No. of pupils.
Altoona, Pa.....	1	45
Carbondale, Pa.....	2	77
Chester, Pa.....	3	99
Erie, Pa.....	7	210
Harrisburgh, Pa.....	7	151
Lancaster, Pa.....	6	Not reported.
Norristown, Pa.....	3	96
Philadelphia, Pa.....	Not reported	644
Pittsburgh, Pa.....	" "	Not reported.
Alleghany City, Pa.....	" "	" "
Pottsville, Pa.....	3	77
Scranton, Pa.....	2	Not reported.
Titusville, Pa.....	4	76
Wilkesbarre, Pa.....	3	Not reported.
Williamsport, Pa.....	3	98
York, Pa.....	3	Not reported.
Newport, R. I.....	5	120
Providence, R. I.....	Not reported.	Not reported.
Woonsocket, R. I.....	1	43
Nashville, Tenn.....	5	221
Lynchburg, Va.....	5	115
Richmond, Va.....	10	Not reported.
Fond du Lac, Wis.....	5	" "
La Crosse, Wis.....	1	" "
Racine, Wis.....	4	" "

It seems that there are 141 cities with populations of 7,500 and over, which have public High Schools. These cities are scattered through twenty-six States. In cities containing less than 7,500 inhabitants and in other large cities not reported in the above list there are more than double as many High Schools.

Many cities have more than one High School. In Boston for example there are at least five; in Cleveland there were three lately; in Cincinnati there are two; in Chicago and St. Louis, each, one central High School and several division High Schools in which some of the high school course of study is taught.

The opponents of the public High School system will do well to consider carefully the magnitude of the task in which they engage when they undertake to remove it as an "excrecence" from the system of common schools. It is a growth of two generations

and has roots that extend down through at least seven generations. It has behind it the practice of civilized nations, for a long period making higher education cheap or free, even while lower education has been shut out entirely or made so difficult to obtain as to prevent the poor from sharing it. The necessity of educating the directive power of the country has been felt at all times.

It certainly does not seem that a system growing out of such a long ancestry and adopted, or at least permitted, in almost all the States of the Union, and one that has been confirmed in all the States of the Northwest by the establishment and support of State Universities, is at all likely to be overthrown by any sudden gust of public opinion raised by appeals to economy or to baser motives.

In Mr. Morgan's report for 1876-7 printed in my last annual report the justification of High Schools is treated in such an exhaustive manner and with such clearness and sharpness of statement that there is no occasion to discuss the question again, the present year. It is enough to refer here to that store-house of arguments.

In his report for this year Mr. Morgan gives a brief account of the condition of his School and illustrates it with detailed statistics.

REPORT OF PRINCIPAL.

W. T. HARRIS, Esq., *Superintendent Public Schools, St. Louis:*

SIR: — I have the honor herewith to submit my Annual Report for the year 1877-1878:

ATTENDANCE.

The enrollment for the year was 402, the percentage of attendance 97.6 with respect to absence, and 52 per cent of 1 per cent with regard to tardiness. The school no longer requires to emphasize the subjects of punctuality and regularity.

SCHOLARSHIP.

The yearly records show that the success of the pupils is gratifying, and any acquaintance with the standard of the school would put an end to the charges freely made against the scholarship of the present generation. The class of 1878 was called upon to pass an examination for graduation and notwithstanding the unexpectedness of the demand, they submitted work whose quality challenges comparison upon the part of similar institutions.

DEPORTMENT.

It is gratifying to be able to renew my assurances that good conduct is so common a possession that the record of deportment furnishes in itself a sufficient evidence of the results attained by the community from the schools which we as citizens furnish.

HOME STUDY.

The amount of study required of the pupil out of school, is, in my opinion, still somewhat too great for the pupils of the Junior Year.

CHANGES IN THE CORPS OF TEACHERS.

Mr. D. J. Snider after many years of successful service resigned his position and took with him the esteem of those who had been familiar with his efficiency as an instructor. Miss Mary H. Chidester resigned at the close of the year having been in the employ of the Board since 1867, at which time she graduated from the High School. Mr. Geo. E. Seymour was added to the list of our teachers, and the character of his instruction has been such as to justify the wisdom of the Board.

THE GRADUATING CLASS.

The class of 1878 numbered 58. The scholarship at the Washington University was again not awarded, as there were none who pursued the Classical Course that seemed entitled to the honor.

The average age of the class was :

	Years.	Months.
For the Class.....	18	4 $\frac{3}{4}$
Boys.....	18	1
Girls.....	18	6

THE ALUMNI ASSOCIATION.

This organization gave its annual entertainment in June and offered as its literary programme an eloquent address by Dr. R. A. Holland who took as his subject: "The Spirit of the Times."

The officers of the Alumni Association are:

President—W. J. S. BRYAN, 1869, 2828 Saloman Avenue.

Vice-President—LEO RASSIEUR, 1869, Granite Building.

Corresponding Secretary—M. W. HUFF, 1874, 503 Olive str.

Recording Secretary—MARY L. DUDLEY, 1867, 2215 Walnut str.

Treasurer—DAVID C. BALL, Mercantile Library.

Having in the last report considered the question of High School Education, I submit a recapitulation of the course of study, and of the Text Books used:

COURSE OF STUDY.

JUNIOR YEAR—Review of Arithmetic and Algebra; Natural Philosophy; Manual of Art, or Greek or German; Latin, Rhetoricals; Optional—Drawing (two lessons a week).

MIDDLE YEAR — Geometry (three lessons a week); Chemistry (two lessons a week); Universal History; Latin or German or French; Rhetoricals. Optional studies: Physiology (two lessons a week); Book-keeping (5 lessons a week); Drawing (two lessons a week); Greek (five lessons a week.)

SENIOR YEAR — History of English Literature; Shakespeare (three quarters); Constitution U. S. (one quarter); Latin or German, or French; Rhetoricals. Elective for Boys, and Optional for Girls: Higher Mathematics: (Trigonometry, Analytical Geometry, and Astronomy, or Greek, or Natural Science.

Throughout the Course elementary instruction in choral singing is given twice a week.

TEXT BOOKS.

MATHEMATICS—*Junior*: Robinson's Practical Arithmetic and Ray's Algebra, Part II.

Middle: Chauvenet's Geometry.

Senior: Chauvenet's Trigonometry, Loomis' Analytical Geometry; Snell's Olmstead's Astronomy.

NATURAL SCIENCE—*Junior*: Norton's Natural Philosophy.

Middle: Baker's Chemistry; Hitchcock's Physiology.

Senior: Gray's Botany; Tenney's Zoology; Dana's Mineralogy; Dana's Geology.

LATIN — *Junior*: Harper's Cæsar; Harkness' Latin Grammar; White's Latin Lexicon.

Middle: Harper's Cicero; Bingham's Latin Composition.

Senior: Harper's Virgil.

GERMAN—*Junior*: Otto's German Grammar.

Middle: Storme's Select German Stories.

Senior: Klemm's Geschichte der deutschen Literatur.

RHETORICALS — *Junior*: Randall's Elocution; Day's Rhetorical Praxis.

Senior: Smith's Choice Specimens; Collier's History of English Literature.

FRENCH — *Middle*: Fasquelle's French Course; Fisher's Easy Reading French Classics.

GREEK—*Junior*: Goodwin's Greek Grammar; Leighton's Greek Lessons.

Senior: Goodwin's Greek Reader.

MISCELLANY—*Junior*: Huntington's Manual of Arts.

Middle: Payson, Dunton & Scribner's Book-keeping.

Senior: Schwegler's History of Mental Philosophy: Hickock's Moral Philosophy.

NAMES.	Scholarship f. Course.	Examination for Graduation.	Percentage of Deportment for Course.	Percentage of attendance for Course.	Days absent during the Course.	Times Tardy during the Course.
Andrews, Jennie A.....	78.8	82.7	93	83.5	33	....
Barlow, Agnes.....	89.4	85.1	96	90.6	14	....
Barron, Geo. D.....	65.2	68.9	68.6	96	4	4
Bartscher, Hugo W.....	79.7	77.9	100	99	1	1
Biggers, Lowry.....	73.3	79.7	77.6	96	6	....
Blanke, Ida M.....	79.1	74.6	85	98.5	2	2
Block, Louise.....	74.1	77.9	88	96.7	5	3
Brown, Frank.....	75.1	76.3	88.3	95.3	7	....
Carr, Fannie B.....	87.8	83.9	98	90	16	....
Chamberlain, Laura.....	91.1	88.5	100	99.3	1	....
Chapman, Alfred B.....	70.6	69.7	71	96.7	5	....
Clarke, Mary W.....	76.6	76.2	88	90	12	6
Costello, Mary.....	81.2	77.4	98.6	98.7	2	....
Davis, Bessie.....	86.9	88.4	96.3	98.7	2	....
Day, Mary G.....	91.2	86.3	98.7	99.3	1	....
Dickson, Jas. A.....	70.5	77	67	97.3	4	....
Downey, Jennie.....	83.3	91	95	99.3	1	....
Doyle, Annie.....	80.5	80.6	95	96.3	5	1
Flisse, Dora.....	83.7	80.6	94	98	3	....
Gallagher, Mary A.....	71.7	66.1	92.7	94.2	10	3
Gernez, Jno. A.....	64	74.6	38.7	91.7	11	3
Gernhardt, Louise.....	78.8	83.8	98.6	95.3	6	2
Goodell, Jennie.....	81	85.6	98.5	93	7	....
Gray, Mary A.....	75.7	79.3	67.6	90	18	4
Hackstaff, Catie L.....	81.6	80.9	94.3	92.3	10	....
Hammon, Mary.....	72.9	81.1	99	99.3	1	1
Hickey, Annie E.....	86.5	87.7	94.6	89.8	20	1
Hill, Mattie R.....	89.9	83.5	90.6	98.7	2	....
Hinchman, Addie.....	78	87	96	81.3	26	4
Hughes, Sophile.....	76.8	82.9	99.5	99.3	1	....
Kohn, Alice.....	81.8	79.3	85.6	90	15	....
Lack, Maggie.....	73.1	72.7	98.3	93.5	13	....
Langford, Chas. H.....	83.9	72.5	91.3	97.7	3	1
Lehmer, Rachel S.....	80.9	75.9	98	93.3	10	....
McBrine, Ada.....	77.7	72.1	84.3	83.2	31	7
McCann, Natie F.....	68.2	77.2	96.6	81.2	36	3
McSwiney, Kate A.....	72.1	81	99	67.7	47	3
McWeeney, Maggie.....	82.7	87.3	91.6	98.7	1	2
Montague, Martha J.....	79.2	80.7	100	100	..	....
Moore, Lollie W.....	78.4	79.7	97	74	35	8
Parry Henry N.....	69.3	74.5	57	86.7	14	4
Pierrot Geo. F.....	77.9	80	49.3	95	6	8
Rickart, Louise.....	84.4	87.4	100	97.3	4	....

NAMES.	Scholarship Course.	Examination for Graduation.	Percentage of Deportment for Course.	Percentage of attendance for Course.	Days absent during the Course.	Times Tardy during the Course.
Robinson, Wm. P. Jr.....	68.8	67.6	86	96	6	..
Russell, Minnie S.....	73.4	70	79.6	88.7	15	4
Butledge, Emma.....	80	87.7	84.7	86.5	24	6
Ryan, Cecilia.....	87.8	83.5	99	93	10	1
Savitz, Jas. M.....	70.9	69.5	85.6	80.6	28	2
Schiele, Sarah.....	71.2	77.1	92.3	99.3	13	6
Schofield, Eugenia G.....	71.1	65.3	95	86.7	19	2
Sloss, Alex. C.....	61.1	72.2	47	88	18	..
Smelser, Leila B.....	89.1	86.4	98	97.3	5	..
Sternberg, Jennie.....	81.8	81.6	95.6	95	6	8
Stidger, Teema A.....	75.7	71.5	97.3	98	3	..
Thompson, Marydelle.....	82.7	87	85	99.3	..	2
Wamsganz, Bertha.....	75	77.1	93.3	87.2	25	1
Ward, Ella S.....	87.5	85.2	99	98	5	..
Zachritz, Wm.....	71.7	73.7	55	96.3	4	8

Comparative Record of Graduating Classes.

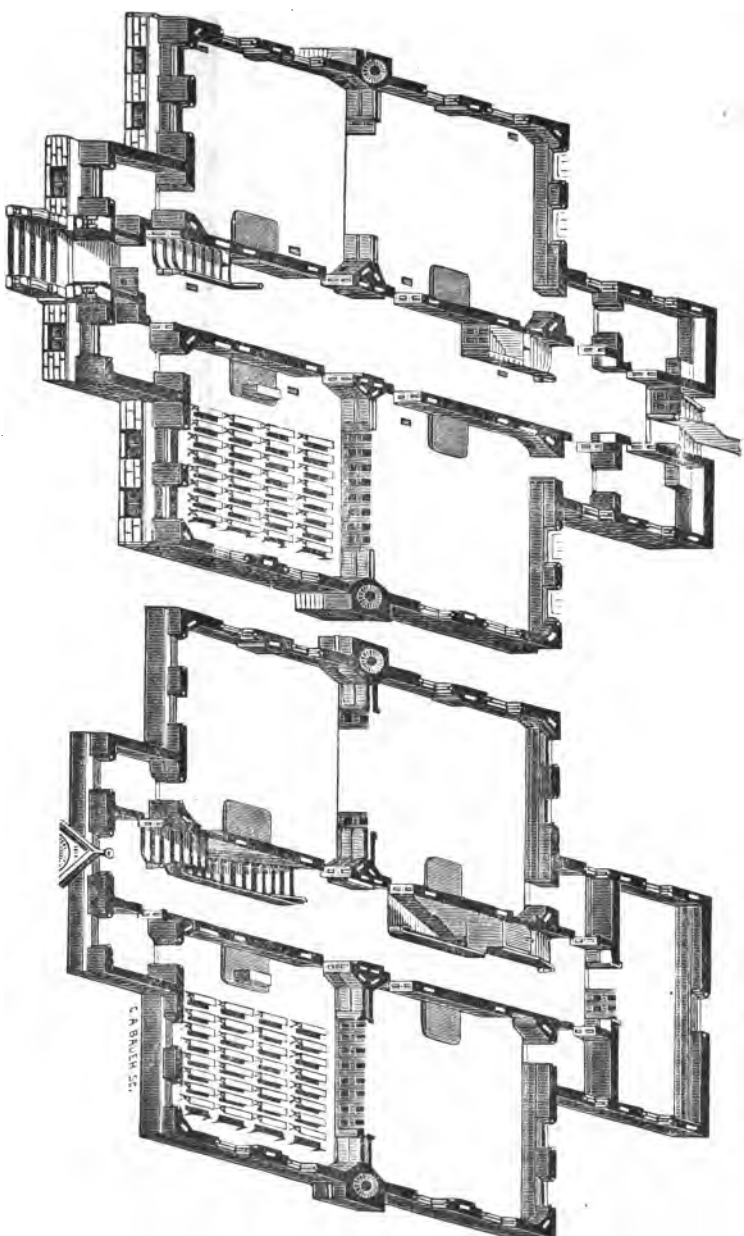
	1873	1874	1875	1876	1877	1878
Number in Class.....	53	57	56	99	60	58
Per cent Scholarship.....	77	77.4	78	78.3	73.7	78.3
Per cent Deportment.....	87.8	92.7	92.7	88.1	83.1	88.1
Per cent Attendance.....	89.9	96.6	95.9	97.3	88.6	92.9
Number perfect in Attendance.....	....	2	3	3	7	1
“ “ “ Deportment.....	4	6	6	3	8	3
Average number of checks.....	47.9	24.9	22.9	34.3	12.5	35.5
“ “ “ absences.....	17.3	9.7	9.4	9.4	4.9	10.8
“ “ “ tardiness.....	4.4	2.5	4.1	2.2	1.3	1.7
“ Age.....	18.1	17.4	18.1	18.5	17.8	18.6
Per cent Annual Examination.....	....	....	....	....	....	79.1

Each teacher with the exception of the Principal and one assistant of the "Third Grade" is occupied throughout the school session with recitations. The Third Assistants referred to above hears from two to three recitations, and together with the Principal takes charge of the multitudinous record work of the school. The Principal in addition to his duties as such, hears from two to five recitations daily and personally attends to all responsibilities outside of the instruction and discipline of the several class rooms. I make this mention of the duties of teachers that it may be seen that they have to employ time outside of School hours for all examinations, correction of exercises, and preparation for their work.

Respectfully submitted.

HORACE H. MORGAN,

Principal.



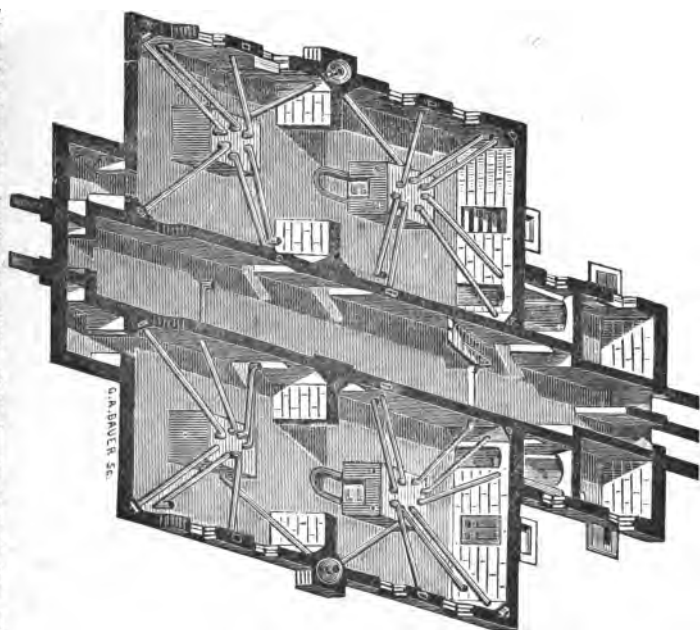
PLAN OF FIRST STORY.

GROUND PLANS OF THE PEABODY SCHOOL.

PLAN OF SECOND STORY.

Twelve School rooms, each 27 by 32 feet and 14 feet high, lighted each by four windows, arranged two in back part of the room and two at the side. Sliding doors in the second and third stories separate the rooms, and can be pushed back for general exercises, such as singing, etc. Places for ventilating and heating purposes may be seen in that part of the outside and inside walls where the sliding doors go back. The platform for the teachers' desk is placed against the inside wall, so that the pupils do not face the light. In the rear of the hall on the second floor is a room for the principal. Wardrobes are seen in the corners at the ends of the hall, one attached to each room, and having doors opening into the school-room, and also out into the hall; the pupils pass through these into the hall, getting their hats or bonnets on the way.

View of the basement, showing the position of the furnaces, hot-air flues, etc.

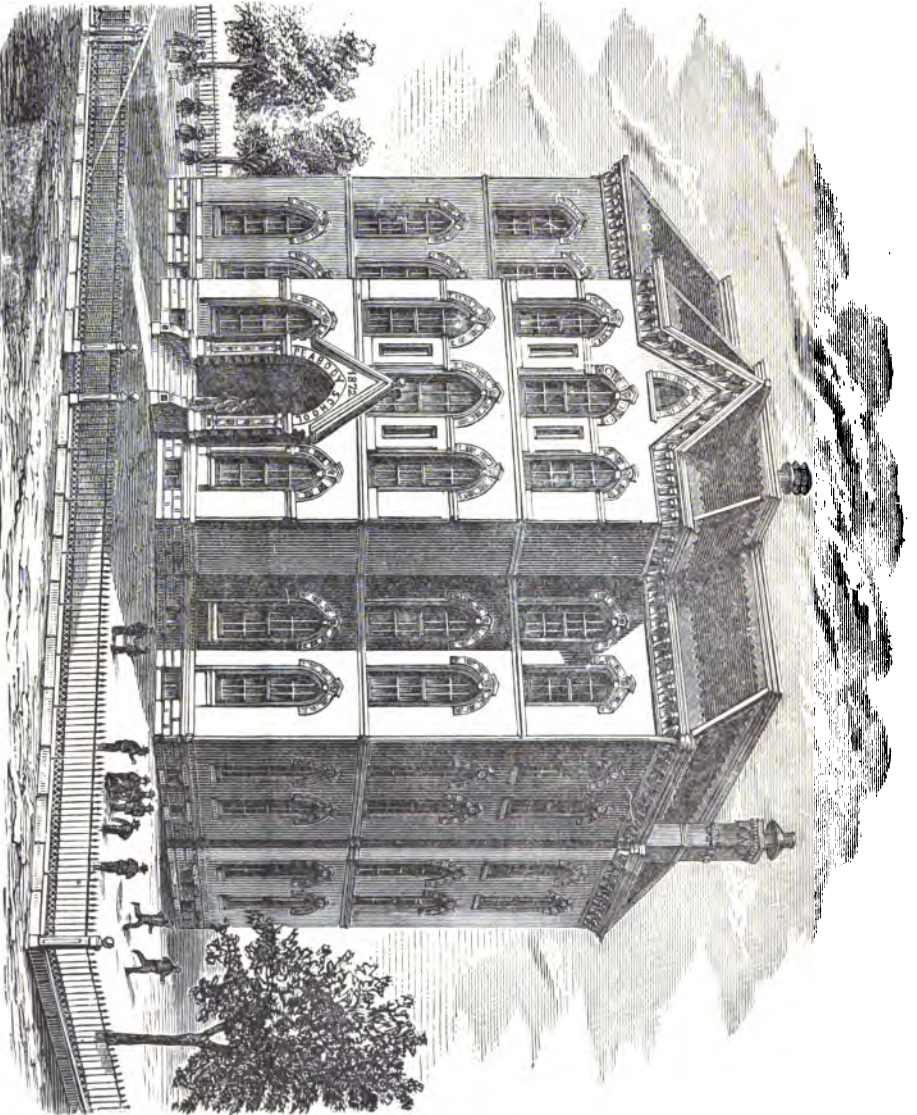


PLS.

Evening Schools
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School together
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PEARBODY SCHOOL.

The AMES, BATES, BESTON, CARROLL, CARR LANE, CARROLL, CLAY (LINTON), DICKSON, ELLIOT, HUMPHREY, IRVING, L. LINCOLN, LYON, MADISON, O'FALLON, PEARBODY, POPE and SUMNER Schools are built substantially in this style. For ground plans, see next page.

THE EVENING SCHOOLS.

The increase in enrollment of pupils in the Evening Schools the past year over the enrollment of the year previous is 1177.

The following tables show the ages, occupations, birthplaces and attendance of the pupils in each Evening School together with the expenses in detail, and a comparison of attendance and expenses with former years.

The enrollment shows a relative increase in the number of older pupils.

One point to be noticed is that the cost of tuition is more than one third the cost of tuition in the Day Schools, although the session of the evening schools is only 64 evenings of two hours each, while that of the day schools is 200 days of five hours each.

TABLE I.
Ages of Pupils in Evening Schools 1877-78.

NAMES OF SCHOOLS.	12 years old.	13 "	14 "	15 "	16 "	17 "	18 "	19 "	20 "	21 "	22 "	23 "	24 and over.	TOTAL.
Institute .....	...	2	12	36	59	64	55	43	34	18	21	10	67	421
Baden.....	3	5	15	7	6	...	3	1	1	...	2	...	...	43
Adult (Bates).....	...	...	...	...	...	2	13	17	15	13	9	12	18	99
Benton	65	44	63	98	59	32	44	6	4	3	3	4	4	429
Blow.....	5	7	15	23	23	18	21	12	7	2	1	2	4	140
Carondelet	16	25	33	36	35	18	28	18	12	9	2	2	18	252
Carr Lane.....	35	45	65	65	57	35	41	24	10	...	...	...	1	378
Carroll	31	62	55	60	37	25	12	5	1	1	1	...	3	293
Charles.....	14	32	36	28	23	15	11	1	...	2	...	...	...	162
Clay	25	29	47	41	44	33	26	12	5	4	3	4	12	285
Elleardsville.....	1	2	11	18	10	9	11	5	2	...	...	1	...	70
Everett	60	51	80	80	60	27	25	5	3	3	1	1	3	399
Gardenville.....	1	...	...	3	6	2	4	2	3	3	2	3	5	34
Humboldt.....	83	60	70	54	31	13	14	8	7	7	1	1	11	360
Irving.....	12	18	20	17	10	20	10	27	23	8	15	15	11	206
Jefferson.....	28	39	57	48	31	14	10	8	2	3	3	4	9	256
Lafayette.....	27	22	54	37	41	22	17	7	3	1	...	...	1	232
Madison.....	26	51	87	85	59	30	27	6	3	1	1	1	6	383
Oak Hill.....	1	...	4	6	3	3	3	2	2	2	1	...	3	31
O'Fallon	43	41	54	45	26	14	7	5	5	2	2	1	8	253
Pope	24	22	48	42	48	31	22	16	7	...	...	...	3	263
Rock Spring.....	9	10	8	7	7	2	4	2	1	8	...	...	2	55
Shaw.....	3	3	2	4	9	4	3	4	3	...	1	2	...	38
Shepard.....	20	20	27	15	14	6	8	3	2	1	2	...	...	118
Webster.....	35	44	82	101	60	43	35	18	4	5	18	4	34	478
Sumner	8	4	5	11	19	14	12	13	13	8	11	6	113	237
No. 2.....	...	...	...	4	...	...	13	7	11	9	...	9	22	75
No. 3.....	1	...	3	1	6	8	3	2	...	3	3	1	14	40
No. 4.....	2	4	1	8	5	6	7	2	8	6	11	6	34	100
No. 5.....	2	2	1	2	3	5	6	2	3	4	6	1	28	65
No. 6.....	1	...	...	2	3	2	7	2	2	3	3	4	25	54
No. 7.....	...	3	3	1	3	3	3	2	3	2	2	6	48	79
No. 8.....	...	5	2	2	3	9	2	3	2	2	1	1	34	66
No.10.....	...	1	2	1	1	1	3	1	2	2	...	2	7	23
Total.....	581	653	962	988	801	525	510	292	208	180	121	103	548	6417

Average Age..... 16

TABLE II.

Occupation of Pupils in Evening Schools, 1877-78.

Apprentices	193	Hucksters.....	32
Bakers	39	Ironworkers.....	16
Barbers.....	17	Jewelers	17
Barkeepers	18	Laborers	590
Basketmakers.....	5	Machinists.....	76
Blacksmiths	78	Manufacturers.....	52
Bookbinders.....	28	Masons.....	29
Boxmakers.....	18	Mechanics.....	227
Bricklayers.....	53	Millers.....	38
Brushmakers.....	7	Moulders	58
Butchers	60	News Carriers.....	50
Cabinetmakers.....	61	Office Boys.....	144
Candymakers	29	Painters.....	113
Carpenters	96	Photographers.....	11
Carriagemakers.....	17	Plasterers	25
Cashboys.....	155	Plumbers.	36
Cigarmakers	78	Porters,	59
Clerks.....	409	Printers.....	119
Coppersmiths	2	Saddlers... ..	34
Dentists	4	Shoemakers.....	58
Druggists	22	Store Boys	54
Engineers.....	25	Tailors.	40
Engravers.....	23	Teamsters	218
Errand Boys.....	246	Tinners	74
Factory Boys.....	316	Tobacconists.....	99
Finishers	11	Trunkmakers.....	22
Foundrymen	40	Waiters.....	21
Gardeners	30	Whiteners	23
Gasfitters	27	Miscellaneous.....	522
German Day Schools	50	No Occupation.....	241
Glassworkers.....	118		
Grocers.....	51	Total.....	5,464
Harnessmakers	40		

FEMALES.

Dressmakers ..	45	Saleswomen	15
House Girls	325	Seamstresses	80
Laundresses	130	Miscellaneous	323
Milliners	15		
Nurses	20	Total	953

Total, Males 5,464

Total, Females..... 953

Grand Total..... 6,417

TABLE III.
Birthplace of Pupils in Evening Schools, 1877-78.

Names of Schools.	St. Louis.	Missouri (outside St. Louis).	New England.	Middle States.	Southern States.	Tennessee and Arkansas.	Kentucky.	Ohio.	Michigan and Indiana.	Illinois.	Wisconsin and Minnesota.	Iowa.	Other Western States & Territories.	British America.	Great Britain.	Ireland.	German States.	Other European States.	Unknown.	Total.
Institute.....	200	15	4	22	8	7	5	14	4	25	1	13	2	4	14	7	1	57	8	421
Baden.....	13	21	1	9	3	4	1	3	...	1	...	...	2	3	4	1	1	...	...	48
Adult (Bates).....	23	3	1	9	23	4	4	10	...	26	...	...	2	1	11	15	11	...	20	58
Benton.....	213	37	7	25	7	...	...	...	...	...	...	...	4	3	11	2	5	...	7	439
Blow.....	69	17	1	13	5	...	1	...	7	15	...	5	4	8	3	9	8	...	5	140
Carondelet.....	129	12	1	18	5	...	2	13	6	6	...	5	4	3	14	6	15	...	4	263
Carr Lane.....	378	10	2	2	9	...	2	...	4	8	...	3	7	3	1	4	4	...	...	378
Carroll.....	222	10	...	2	3	7	2	4	1	8	...	3	...	...	1	1	21	...	...	233
Charles.....	141	11	...	4	6	...	4	...	1	8	...	3	4	...	3	...	31	...	...	163
Clay.....	205	13	1	2	3	1	...	...	...	3	...	3	...	...	...	2	...	...	...	235
Ellisville.....	54	10	...	3	1	6	5	...	...	24	...	3	11	1	11	3	...	...	...	70
Everett.....	264	3	...	19	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	369
Gardenville.....	24	2	...	3	...	...	2	1	...	17	...	...	...	...	...	...	...	...	...	34
Humboldt.....	231	7	3	24	6	...	...	13	1	...	...	7	9	1	...	2	...	...	...	304
Irving.....	66	10	3	9	10	...	3	20	7	15	...	...	2	4	4	21	10	...	9	206
Jefferson.....	163	4	1	9	5	...	...	6	2	31	...	...	9	...	...	...	35	...	...	266
Lafayette.....	176	6	2	4	1	...	...	8	...	6	...	1	...	7	6	5	13	...	...	232
Madison.....	255	13	1	19	13	7	5	10	...	17	...	...	5	...	...	...	...	...	...	333
Oak Hill.....	13	7	...	1	1	...	2	...	...	14	...	...	3	4	4	5	13	...	...	31
O'Fallon.....	175	11	6	2	3	...	...	3	...	...	...	2	...	...	...	...	...	...	...	253
Pope.....	154	30	18	5	3	...	1	5	3	8	...	2	8	1	1	8	11	...	5	263
Rock Spring.....	32	2	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	55
Shaw.....	26	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38
Pope.....	91	2	...	2	...	...	1	3	...	...	...	...	...	...	...	...	...	...	...	118
Shepard.....	318	16	1	10	9	1	1	2	4	23	...	2	3	1	2	...	66	...	...	478
Webster.....	30	78	...	1	50	33	26	1	1	1	...	...	...	...	...	...	...	...	...	237
Sumner.....	50	10	8	1	3	6	3	...	...	...	...	...	...	...	...	...	...	...	...	75
No. 2.....	67	8	...	7	13	6	...	...	...	...	...	...	...	...	...	...	...	...	...	40
No. 3.....	7	42	...	...	26	9	10	1	...	1	...	...	...	...	...	...	...	...	...	100
No. 4.....	9	38	...	...	9	4	...	...	...	...	...	...	...	...	...	...	...	...	...	65
No. 5.....	6	35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54
No. 6.....	...	23	...	...	15	7	5	...	...	1	...	...	...	...	...	...	...	...	...	79
No. 7.....	9	25	...	...	21	11	...	...	...	...	...	...	...	...	...	...	...	...	...	66
No. 8.....	...	9	...	...	15	13	3	...	...	...	...	...	...	...	...	...	...	...	...	23
No. 10.....	18	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	3,678	514	63	212	290	130	160	124	49	263	36	52	78	31	88	108	279	111	117	6,417

TABLE IV.
Attendance of Pupils in Evening Schools, 1877-78.

NAMES OF SCHOOLS.	Atten- ded 80 nights.	72-80	64-72	64	60-64	50-60	40-50	30-40	20-30	10-20	Less than 10	Total.	Average No. Belonging	Average Nightly Attendance	Per cent. of Attendance.	Pupils No. of Teacher.	Average No. of Teachers.
Institute.....	36	60	32	6	20	22	32	68	50	58	36	421	240	211	88	24	10
Baden.....	4	5	7	1	2	10	6	8	43	25	21	84	26	1
Admit (Bates).....	5	6	19	23	9	4	19	12	98	50	43	84	25	2
Benton.....	15	90	36	29	41	45	75	8	429	236	206	87	29	8
Blow.....	3	14	15	15	14	14	22	38	140	75	65	87	25	3
Carondelet.....	6	23	25	29	22	21	53	167	252	147	124	84	29	8
Carroll Lane.....	7	41	35	32	18	25	41	378	252	172	134	79	29	6
Carroll.....	18	37	23	27	25	18	23	71	263	151	130	86	30	5
Charles.....	17	82	27	18	16	19	23	16	162	109	97	89	22	9
Clay.....	11	6	1	6	27	12	40	37	285	183	162	88	26	2
Elkcardville.....	17	74	25	33	13	12	16	16	70	32	27	84	16	2
Everett.....	17	74	25	33	13	12	16	16	70	32	27	84	16	2
Gardenville.....	70	30	30	8	5	8	5	34	21	17	81	21	1
Humboldt.....	8	20	25	23	19	45	50	85	360	173	149	85	26	2
Irving.....	5	46	27	26	17	26	47	34	206	149	131	87	23	4
Jefferson.....	10	26	24	16	23	45	49	39	232	132	108	79	23	6
Lafayette.....	33	78	31	35	38	55	57	56	383	240	203	84	24	7
Madison.....	56	23	27	29	32	35	16	253	162	135	85	27	6
Oak Hill.....	10	30	24	26	42	28	44	72	263	130	111	85	26	1
O'Fallon.....	8	10	4	6	6	8	16	55	28	25	86	14	2
Pope.....	14	6	16	14	14	16	44	118	29	26	80	25	1
Rock Spring.....	40	83	73	49	52	67	25	478	338	289	89	30	2
Shaw.....	8	9	16	23	32	32	52	73	237	105	87	93	21	11
Shepard.....	2	7	5	5	5	12	5	75	50	46	92	25	4
Webster.....	1	14	16	11	13	17	15	40	19	18	90	19	1
Sumner.....	10	14	16	7	6	16	27	100	62	54	87	31	1
No. 2.....	2	2	4	3	3	9	28	65	26	21	81	13	1
No. 3.....	1	1	4	7	6	16	27	65	26	21	81	13	1
No. 4.....	1	1	4	7	6	16	27	65	26	21	81	13	1
No. 5.....	1	1	4	7	6	16	27	65	26	21	81	13	1
No. 6.....	1	1	4	7	6	16	27	65	26	21	81	13	1
No. 7.....	1	1	4	7	6	16	27	65	26	21	81	13	1
No. 8.....	1	1	4	7	6	16	27	65	26	21	81	13	1
No. 9.....	1	1	4	7	6	16	27	65	26	21	81	13	1
No. 10.....	1	1	4	7	6	16	27	65	26	21	81	13	1
Total.....	36	60	32	242	886	606	688	698	794	1,101	1,324	6,417	3,620	3,095	85	28	140

TABLE V.
Showing Expenses in Detail.

EVENING SCHOOLS.	Teachers' Salaries.	Supplies.	Janitors' Salaries.	Total.
Institute.....	\$2,563 40	\$12 10	\$ 77 00	\$2,652 50
Baden.....	193 70	28 20	9 00	230 90
Bates (Adult).....	330 00	7 98	13 40	351 38
Benton.....	1,144 95	13 35	49 00	1,207 30
Blow.....	442 45	38 25	13 50	494 20
Carondelet.....	685 85	8 02	36 00	729 87
Carr Lane.....	1,051 45	3 90	45 50	1,100 85
Carroll.....	806 40	38 29	38 50	883 19
Charless.....	770 95	136 81	36 00	943 76
Clay.....	980 10	.....	42 00	1,022 10
Elleardsville.....	330 80	34 45	18 00	382 75
Everett.....	1,102 40	.....	49 00	1,151 40
Gardenville.....	200 00	35 57	9 00	244 57
Humboldt.....	1,241 70	.....	53 50	1,295 20
Irving.....	700 15	15 21	36 00	751 36
Jefferson.....	968 30	.....	42 00	1,010 30
Lafayette.....	834 20	.....	36 00	870 20
Madison.....	1,205 75	4 25	49 00	1,259 00
Oak Hill.....	150 00	29 77	9 00	188 77
O'Fallon.....	880 75	19 72	36 00	936 47
Pope.....	775 05	9 58	36 00	820 63
Rock Spring.....	326 85	48 09	18 00	392 94
Shaw.....	125 20	23 08	9 00	157 28
Shepard.....	330 00	9 02	18 00	357 02
Webster.....	1,862 75	11 49	84 00	1,758 24
Sumner.....	681 65	61 30	36 00	778 95
No. 2.....	324 80	86	18 00	343 66
No. 3.....	200 00	16 52	9 00	225 52
No. 4.....	330 00	2 33	18 00	350 33
No. 5.....	296 65	16 97	18 00	331 62
No. 6.....	200 00	9 29	13 50	222 79
No. 7.....	315 95	40 72	13 50	370 17
No. 8.....	313 90	31 72	18 00	363 62
No. 10.....	137 80	16 50	4 50	158 80
Total.....	\$22,608 40	\$725 34	\$1,010 90	\$24,337 64

EVENING SCHOOLS.

EVENING SCHOOLS. COMPARATIVE STATISTICS.

YEARS.	Number of Schools.		No. of Pupils Enrolled.			Av. No. Belonging.	Av. No. Attending.	Per c't. of Attendance	Av No. Belonging to each Teacher.	Entire cost of Even- ing Schools.	Av. Cost per Pupil.	Average Age.
	Number of Teachers.	Boys.	Girls.	Total.								
1859-60.....	5	14	777	84	861	536	480	85	39	\$ 2,041 00	3 80	18
1860-61.....	5	17	1027	122	1149	618	556	89	36	2,621 00	4 24	18
1862-63.....	4	12	726	106	832	416	346	83	35	1,624 00	3 90	17
1863-64.....	5	18	869	152	1021	514	431	79	28	2,220 00	3 57	16
1864-65.....	6	23	1177	294	1471	781	683	86	34	3,610 00	4 62	15
1865-66.....	8	32	1372	300	1672	861	751	86	25	5,450 00	6 56	15½
1866-67.....	8	30	1364	189	1553	887	773	87	28	5,500 00	6 20	16
1867-68.....	12	43	1986	198	2184	1191	1075	90	28	7,621 00	6 40	17
1868-69.....	12	46	2324	204	2528	1402	1259	90	30	8,713 25	6 21	17
1869-70.....	11	42	2253	211	2464	1247	1081	87	30	8,450 96	6 77	16
1870-71.....	16	63	2908	707	3615	2055	1773	86	33	11,696 95	5 69	17
1871-72.....	17	80	3425	712	4137	2290	1996	87	29	15,718 80	6 86	16
1872-73.....	17	81	3417	554	3971	2016	1711	85	25	14,418 90	7 15	16
1873-74.....	22	110	4867	710	5577	3126	2662	85	28	17,983 05	5 75	16
1874-75.....	21	115	4999	752	5751	3070	2644	86	27	19,841 07	6 46	16
1875-76.....	24	117	4623	650	5273	2817	2368	84	24	19,189 48	6 81	16
1876-77.....	24	118	4525	715	5240	2844	2421	85	24	19,688 70	6 92	16
1877-78.....	34	140	5464	933	6417	3620	3095	85	26	24,337 64	6 72	16

GERMAN-ENGLISH INSTRUCTION.

Hitherto the Classes in German Instruction have been taught by extra and special teachers passing from room to room for the purpose. The advantages of this plan I have often stated in my former reports; they relate more especially to the social influence upon our population — the removal of caste distinctions through the wholesome effects of the intermingling of the children descended from people of different nationalities in all our common schools and likewise the prevention of the tendency of people of the same national origin to settle together in one part of the city.

But the plan has the great objection that it is expensive and that it requires just as many regular teachers, in addition to the corps of German teachers as it would require were there no German teachers appointed to the school.

Economy is in itself so strong an argument that at times it outweighs all others. The system of German-English instruction as it is carried on in Cincinnati or in Cleveland avoids in some respect the objections based on increased expense.

Believing that under the circumstances it is wise to meet the just requirements of the demand for economy, I am entirely in favor of adopting as soon as practicable in our schools a modification of the Cincinnati and Cleveland systems, so as to secure German-English instruction at less expense.

In order to introduce this modification it will be necessary that all of our German teachers pass the English examination *in full*,

— hitherto the examination has been only partial.

At first it will be well to assign only the branches of Writing, Arithmetic, Drawing, Geography and such others as the teachers may be best prepared in, and assign English Reading and Spelling, Grammar, Composition and language studies to the English teachers.

The plan involves some disturbance of our present system of assigning to each teacher the entire management of a room with its quota of pupils — a system specially adapted to secure a healthy tone of discipline and a careful supervision of the habits of each pupil. For this we shall be obliged to substitute the plan necessarily adopted in High Schools and Colleges where the instructors teach by departments, one teaching Mathematics and another Latin &c., and no one having charge of a division of pupils in all their studies.

IN MEMORIAM.

Dr. J. C. CHRISTIN, for many years a teacher in one of our high schools and subsequently Assistant Superintendent of the German Department, had for some time suffered under the insidious approaches of a fatal malady. Late in the Spring he died in Colorado, whither he had gone to seek the quiet essential to his restoration, and which he could not find near the scene of his labors—where he was filled with constant solicitude for the success of the department under his charge. He was an accomplished scholar, well read in the advanced systems of pedagogy, a polished gentleman, and an exemplary member of society. His loss is felt keenly by teachers and co-laborers.

At a meeting of the Board, June 11 (1878) the following resolutions were adopted:

“Resolved, that in the death of Mr. J. C. Christin, this Board has lost an efficient and faithful officer, who devoted to his department his best powers and his most assiduous care and attention.

Resolved, that we mourn the loss of one who by his uniform courtesy and exemplary private character has endeared himself alike to his associates and to his subordinates.

Resolved, that we tender to the relatives of the deceased our heartfelt sympathy in this their great bereavement.”

In the accompanying report of Mr. Teuteberg, who has brought to the position of Assistant Superintendent many years of successful experience in our Schools, will be found a full account of the workings of the German department for the past year.

REPORT OF ASSISTANT SUPERINTENDENT.

W. T. HARRIS, Esq., *Superintendent*:

SIR:—Allow me to submit the following as the Annual Report on German Instruction for the scholastic year 1877-78.

GROWTH OF GERMAN DEPARTMENT.

German instruction was introduced, in the year 1864, into five of the public schools of our city. 450 pupils selected this study, which had been made elective. During the second year German was taught in *seven* schools: the Shepard, Charless, Madison, Clark (now New Madison), Carr and Clay Schools. 710 pupils took up the new study, an increase over the first year of 58 per cent. The third year (1866-67) shows the greatest increase on record, 104 per cent. After a trial of three years, German had found its way into 14 schools. The growth of the German department has been constant from the date of its establishment to the present time, as may be seen from the following table.

TABLE 1.

Showing the growth of the German Department.

YEARS.	No. of Schools having German Classes.	No. of German teachers.	Average number Pupils Studying German.	Increase.	Per cent. of In- crease.
1864—65.....	5	No record.	450	.....	.....
1865—66.....	7	8	710	260	58
1866—67.....	9	10	1,446	736	104
1867—68.....	14	17	2,476	1,030	71
1868—69.....	19	25	3,840	1,364	55
1869—70.....	32	38	6,213	2,373	62
1870—71.....	37	46	8,071	1,858	30
1871—72.....	41	53	10,246	2,175	27
1872—73.....	41	59	12,055	1,809	18
1873—74.....	44	67	15,769	3,714	31
1874—75.....	44	74	17,197	1,428	9
1875—76.....	44	76	18,161	964	5.6
1876—77.....	44	78	18,727	566	3
1877—78.....	56	89	20,851	2,124	11

In the year 1868 the Board of Public Schools adopted a resolution allowing the *German-speaking* pupils of the lower grade to have oral lessons in correct speaking. The immediate consequence was, that many German children entered the public schools in the lowest grade, since it was no longer necessary for German parents to send their children to private or parochial schools, in order to learn German. It was expected that German parents would altogether cease sending their children to German schools on finding that their tongue was also taught in the first year of the course. Although the custom still prevails to some extent, a reference to the above table will show, that experience has proved the wisdom of that action of the Board.

In the year 1868—69, 3840 pupils had joined German classes in 19 schools. In the subsequent year 6213 pupils were taught German in 32 schools, showing an increase over the previous year of 62 per cent. The operation of this resolution is still more plainly seen in the year 1870—1, the second year after its adoption,

when the *number of schools had doubled and that of the pupils had increased in even a greater ratio.*

In 1871-2 the regulation which had excluded *English-speaking* pupils from the study of German in the lowest *three* grades was abolished, and the number of Anglo-American pupils who selected this *optional study* was at once largely enhanced. German was introduced into but *seven* new schools during the three years subsequent to the abolition of this regulation, and yet there was a rise in the number of pupils studying German from 8,071 to 15,769, amounting to 95 per cent. From the above we see, that the introduction of German into the lowest grades, *for German- and Anglo-Americans alike*, largely contributed to the growth of the department from the year 1868 to 1874.

During the last four years there has been a steady increase, but it has naturally been more gradual, which is satisfactorily accounted for by the fact, that the Board adopted no new resolution which could affect the department in so great a measure as did the two resolutions, of which I have already spoken at considerable length. The number of schools, having German-English classes remained the same for the years 1874-5, 1875-6 and 1876-7, and yet there was an increase of 2958 pupils, or 19 per cent. The city limits were extended in April 1877. In ten of the *new* schools thus added to our system 1068 pupils belonged to German classes. If we subtract this number from 2124, the total increase for 1877-8, there still remains an increase of 1056 (*exclusive* of these 10 schools), or 6 per cent. for the present year. This is very creditable, since it was during this year, that the German department was called upon to show its worth and vindicate its right to existence. The discussions in the daily press and consideration by the Board of the question of the abolition of German instruction necessarily exerted a very deleterious influence, in that they caused a number of pupils, mostly *English-speaking* pupils to drop the study. Under such adverse circumstances a *growth of 6 per cent.* is just cause for congratulation.

The following table is a statement of the number of German teachers, classes and pupils in the 10 schools above alluded to.

TABLE II.

Showing the number of German Teachers, Classes and Pupils in the Territory annexed 1877.

NAMES OF SCHOOLS.	No. Pupils studying German.			No. of German Classes		No. of German Teachers	
	German-Americans.	Anglo-Americans.	Total.	Recitation.	Pennmanship.	Full Day.	Half Day.
Ashland.....	56	21	77	6	2	1	1
Baden.....	19	.....	19	1	.....	Principal.	
Benton Station.....	17	.....	17	3	3	Principal.	
Cheltenham.....	17	16	33	2	1	Eng. Asst.	
Cote Brillante ...	65	130	195	7	2	1	...
Elleardsville....	190	137	327	11	4	1	1
Gardenville.....	55	5	60	4	2	Principal.	
Lowell.....	85	62	147	5	.....	Principal.	
Rock Spring.....	121	33	154	6	2	1	.....
Shaw.....	38	3	39	4	2	.....	1
- Total.....	661	407	1068	49	18	4	3
						5½	

In the Baden, Benton Station, Gardenville and Lowell schools German has been taught by the principals, and in the Cheltenham school instruction is given in this branch by an English assistant, from which it will be observed that German instruction in these schools, entailed no extra expense on the Board. The total number belonging is quite small in most of these schools, and the number in the various classes is of necessity much below the average in ungraded schools. This is equally true of English and German classes.

COST OF GERMAN INSTRUCTION.

	For the year 1876-7.	For the year 1877-8.
* Salaries of German teachers.....	\$60,450	\$58,906.25
Salary of Assistant Superintendent.....	2,750	2,750
Cost of German books for indigent children	262	433.07
Total.....	\$63,462	\$62,089.32

* See Table IX, Appendix Annual Reports 1875-6 and 1876-77.

Total cost per capita of 18,813 pupils (year 1876-7).....	\$3.37
“ “ “ “ “ 20,851 “ “ 1877-8).....	2.97

ESTIMATED COST OF GERMAN INSTRUCTION FOR
THE YEAR 1878-9.

Salaries of German teachers (see Table IX, Appendix Annual Report 1877-8.....)	\$60,993.75
Salary of Assistant Superintendent.....	2400.00
Estimated cost of German books for indigent children.....	500.00
Total.....	\$63,893.75
Cost per capita of 21,500 pupils (estimated number for '78-79)...	\$2.97

Tables 3 and 4 furnish an exhibit for the period of thirteen years of the comparative number of German-American and Anglo-American pupils, studying German, together with the annual increase.

TABLE III.

Showing comparative number of German-American pupils, Yearly Increase, etc.

YEARS.	Total Number of Pupils Studying German	Number of German-American Pupils.	Per cent. of German-American Pupils.	Increase in Number of German-Americans.	Per cent. of Increase.
1865—66.....	710	.....	.....	.....	.....
1866—67.....	1,446	.....	.....	.....	.....
1867—68.....	2,476	1,887	76	.....	.....
1868—69.....	3,840	3,461	90	1,574	83
1869—70.....	6,213	5,709	92	2,248	65
1870—71.....	8,071	6,951	86	1,242	22
1871—72.....	10,246	8,702	85	1,751	25
1872—73.....	12,055	8,865	74	163	2
1873—74.....	15,769	10,668	68	1,803	20
1874—75.....	17,197	11,527	67	859	8
1875—76.....	18,161	12,092	67	565	5
1876—77.....	18,727	12,787	68	695	5.7
1877—78.....	20,351	14,510	70	1,723	13

Table III shows a large increase in the percents of *German-Americans* during the years 1868—9, 1869—70, 1870—71 and 1871—72, which resulted from the introduction of German instruction in the lowest grades for the German speaking children. During the other years the per cent. varied between 67 and 76. In 1872—73 there was a very slight increase, but a large one again in 1873—1874, whilst the last four years, for reasons already stated, exhibit a fair growth. The 13 per cent. increase of this year (1877—78) includes that which resulted from the addition of the 10 schools, by virtue of the extension of the city limits. If we excluded these schools, the increase in the number of *German-Americans* would be 1723—661, or 1062 or 8 per cent.

TABLE IV.

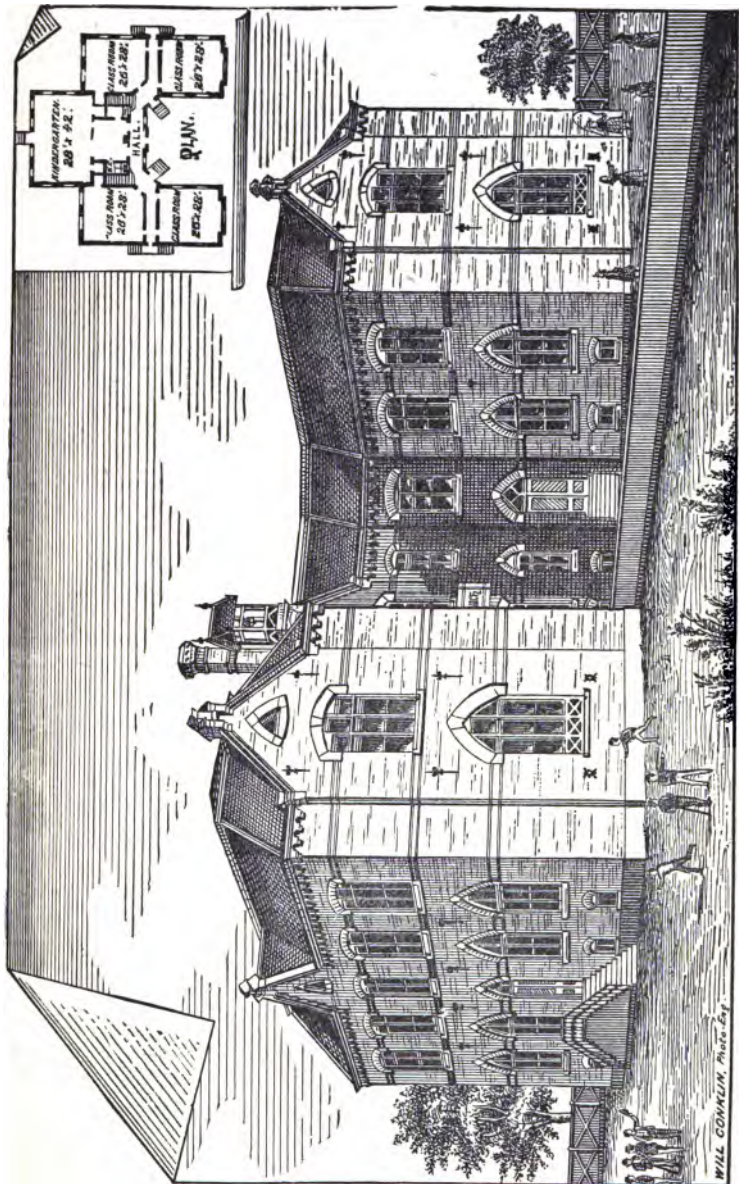
Showing comparative number of Anglo-American Pupils, Yearly Increase, etc.

YEARS.	Total Number of Pupils Studying German	Number of Anglo-American Pupils.	Per cent. of Anglo-American Pupils.	Increase in Number of Anglo-Americans	
1865-66.....	710	.....	.....	.....	.....
1866-67.....	1,446	.....	.....	.....	.....
1867-68.....	2,476	589	24	.....	.....
1868-69.....	3,840	379	10	-210	36 dec.
1869-70.....	6,213	504	8	125	33
1870-71.....	8,071	1,114	14	610	121
1871-72.....	10,246	1,544	15	430	39
1872-73.....	12,055	3,190	26	1,646	107
1873-74.....	15,769	5,128	32	1,938	61
1874-75.....	17,197	5,670	33	542	11
1875-76.....	18,161	6,069	33	399	7
1876-77.....	18,727	5,940	32	-129	2 dec.
1877-78.....	20,851	6,341	30	410	7

Table IV points to a decrease of 36 per cent. in the number of Anglo-Americans for 1868-69.

The removal of the restriction which prevented English speaking pupils from beginning German below the fourth grade, was followed by a very large annual increase, for several years.

In 1870-71 there were 1114 Anglo-Americans, 14 per cent. of the entire number; in 1875-6 the number had reached 6069, or 33 per cent—the number had grown more than five-fold. A slight decrease of 2 per cent. appears in 1876-77, but this year again records an increase of 7 per cent. However, this includes the increase which resulted from the addition of the 10 schools, to which I have already referred several times. These schools had 407 Anglo-American pupils studying German. Since the total increase was but 401, there has been an actual decrease (for the schools within the former city limits) of 6 pupils. In view of the long and determined opposition that was experienced by this study during the year, this loss is insignificant. By reference to Tables III and IV we shall observe that 70 per cent. of the number in German instruction were *German-Americans* and 30 per cent. *Anglo-Americans*.



STODDARD BRANCH.



TABLE V.

Showing the number of German and Anglo-Americans in the several Grades for the year 1877-78.

Year or Grade.	Total number of Pupils belonging in District Schools.	Per cent. Decrease.	NUMBER OF PUPILS STUDYING GERMAN.					
			Anglo-Americans.	Per cent. Decrease.	German-Americans.	Per cent. Decrease.	Total in German Class.	Per cent. Decrease.
I.	10744	..	2982	....	4866	....	7848	....
II.	5867	45	1767	41	3452	29	5219	33
III.	5629	4	825	53	2591	25	3416	34.6
IV.	4525	20	417	49	1755	32	2172	36
V.	3060	32	165	60	914	48	1079	50
VI.	1739	43	102	38	600	34	702	35
VII.	1110	36	40	61	180	70	220	68.6
VIII.	505	54	16	60	82	54	98	55

An examination of table V leads to several interesting and important conclusions. In the second grade, there appears a comparatively greater decrease in the total number of pupils belonging than in the total number studying German — 45 per cent in the former and but 33 in the latter, a difference of 12 per cent. On the other hand Grades III, IV and V show a much larger comparative decrease in the total number studying German. In the sixth grade again the per cent of decrease in the number studying German is 35, while it is 43 in the total number belonging, and in the seventh grade we notice 36 per cent decrease in the number belonging, but 68.6 in number studying German. In the highest grade the per cents are nearly the same. The percent of decrease in the total number belonging is less in the seventh than in the sixth, but for the total number studying German it is less in the sixth than the seventh. In fact, there seems to be no regularity whatever in the decrease.

On comparing the per cents of decrease in the number of German- Americans and Anglo- Ameridans, we find that those of the latter are greater in all the grades except the seventh, where the per cent is considerably smaller. In grades VI and VIII these per cents of decrease in the number of Anglo- Americans are not much larger than in the number of German- Americans. In grades II, III, IV and V the difference is much greater.

It has been claimed, that the decrease in the number studying German was owing to the fact, that the study of the two languages was too difficult, and yet this table would not bear out this assertion. The study of German is more difficult in the third than in the second, since the pupils learn to read in this grade, while in the second they simply practice script on their slates; and yet the percent of decrease in the number of German-Americans according to this table is greater by 4 in the second grade. The same may be said of grades V and VI. Here appears a decrease in the number of *German-Americans* of 48 per cent. in the fifth grade, and in the sixth a decrease of only 34—14 per cent. less. A comparison of grades VII and VIII shows that there is a decrease of only 54 per cent. in the more advanced; 16 per cent less, than in the lower grade.

An examination of the percents for the *Anglo-Americans* leads to similar conclusions. The fourth grade which is more difficult than the third, records a decrease of 4 per cent. less. In the sixth grade the decrease is only 38 per cent.—11 per cent. less than that of the second. In grades VII and VIII the per cents were about the same for the *Anglo-Americans*, for the *German-Americans*, however, there appears a difference of 16 per cent.

From what has been said, it is evident, that the decrease from year to year in the number studying German can not possibly be accounted for on the ground that the study is too difficult. For it has been shown, that the reason fails to hold good, both in the case of *Anglo-American* and *German-American* pupils. It has been shown, in regard to both, that the percent of decrease is less in some of the higher than in lower grades. Since the English work is more advanced and difficult in the higher grades, and the same is true of German, the decrease ought to be greater in the higher grades in every instance were the reason sufficient.

On the other hand, it is also evident, that the *English*-speaking pupils do seem to find the study of German more difficult than the *German* speaking pupils, since the percent of decrease in their number is greater in all the grades, but the seventh. It is natural that it should be so, and it could not be otherwise; but the fact that the percent of decrease in the number of *Anglo-Americans* is much less for the sixth grade, than for grades V, IV and III, and less even, than that of the second grade, points to the conclusion, that the difficulty is not serious.

To remove any difficulties that may stand in the way of a successful study of German on the part of our *Anglo-American* pupils is, however, the most important duty of your Assistant and the German teachers. In so far as these difficulties are necessarily inherent in the study of the language, we can only meet them by improving the Course of Study and our methods of instruction, of which I shall speak more fully further on in this report. I would, however, call attention to one point which is of great weight in this connection. I have reference to the important matter of promotion. To a successful study of the two languages nothing is so essential as care in this particular. If promotions are always made of such pupils as are well able to advance, nothing can be more beneficial; but if pupils are promoted, when they are not quite ready for higher work, they will meet with difficulties which may cause them to fail. Since this is equally true of English and German instruction it is very necessary that the progress of each individual pupil in German should be taken into careful consideration in all promotions. Constant attention to this on the part of the Principals of our schools and their English and German assistants will contribute much toward removing the obstacles which may stand in the way of a successful study of German. This applies more particularly to the *English* speaking pupils, who wish to acquire the German language.

The importance of the study of this language has been so often and ably set forth by yourself and my worthy predecessors in your Annual Reports, and the many arguments in favor of its continuance in our schools have been given so fully and with so much skill, more especially in your last Report, that I will not enter upon their discussion, but pass at once to a consideration of the Course of Study.

VI.
Tabular View of Course of Study in German for the Scholastic Year 1877-78.
 JOINT CLASSES OF GERMAN- AND ANGLO-AMERICANS.

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
Oral Language Lessons. — Real objects and Stru- bing's picture-charts used for demonstration.		Phonic Analysis. Writing and Reading of German Script. Slates (indelibly ruled), but no books used.		Learning to Read German print from Witter's First Reader. Memorize: 12, 14, 18, 26, 29, 51. Slates, First Reader and blank books used.	
STUDIES.	FOURTH GRADE.	FIFTH GRADE.	SIXTH GRADE.	SEVENTH GRADE.	EIGHTH GRADE.
Reading (pieces selected by the teacher).	Witter's New Second Reader, pages 1 to 91.	Witter's New Sec- ond Reader, pages 90 to 184.	Witter's Third Reader, pages 9 to 152.	Witter's Third Reader, pages 153 to 270.	Witter's Third Reader, pages 271 to 385.
Grammar.	Lueken's Sprachschueler, Chapters I and II.	Lueken's Sprachschueler, Chapters III & IV and Review of Chapters II, III and IV.	Lueken's Sprachschueler, Chapters V and VI.	Lueken's Sprachschueler, Chapters VIII, IX and XIII.	Lueken's Sprachschueler, Chapters IX, X, XI and XII.
Dictation, Declamation and Re-Writing from memory.	Pieces from Reader: Nos. 7, 18, 43, 66, 95, 112.	Pieces from Reader: Nos. 123, 128, 158, 190, 203, 223.	Pieces from Reader Nos. 29, 41, 96, 98, 101, 118.	Pieces from Reader: Nos. 172, 182, 204, 230, 232, 238.	Pieces from Reader: Nos. 262, 263, 264, 265, 275, 300.
Composition.	Short Stories, Fables &c.	Short Stories and Descrip- tions of familiar objects and events.	Narrative and Descrip- tions of familiar pro- cesses of labor.	Letters, first prepared in class, also answers to letters dictated for this purpose.	Correspondence between teacher and pupils, and between the members of the same class.
Pennmanship.	Witter's German Copy Books, Nos. 1 to 6.				
	Copying of Composition exercises (letters.)				

VII.
Tabular View of Course of Study in German for the Scholastic Year 1878 to 1879.
 JOINT CLASSES OF GERMAN- AND ANGLO-AMERICANS.

GRADE I.		GRADE II.		GRADE III.	
STUDIES.	Oral Language Lessons. Real objects and Stru- bing's Picture Charts used for demonstration. Phonic Analysis and practice in the elementary forms of German script. <i>Oral translation</i> of eve- rything spoken.	Phonic Analysis, Writing and Reading of German Script. States (indelibly ruled) are used in these exercises. Reading German print from Witter's First Reader, pages 5 to 28. <i>Oral translation</i> of everything that is written and read.		Witter's First Reader, pages 28 to 80. Witter's New Second Reader, pages 1 to 41. <i>Penmanship</i> —Witter's German Copy-Books, Nos. 1 and 2. <i>Oral translation</i> of everything that is written and read.	
	Reading. (Pieces selected by the teacher.)	GRADE IV.	GRADE V.	GRADE VI.	GRADE VII.
Grammar.	Witter's New Second Reader, pages 41 to 108.	Witter's Reader, pages 108 to 184.	Witter's Third Reader, pages 9 to 153.	Witter's Third Reader, pages 153 to 271.	Witter's Third Reader, pages 271 to 386.
	Lueken's Sprachschueler; (Grammar) Chaps I and II, pages 5 to 24, to be taught in connection with reading.	Lueken's Sprachschueler Chaps. III and IV, pa- ges 24 to 38, to be taught in connection with reading.	Lueken's Sprachschueler Chaps. VI. and VII, pages 44 to 60.	Lueken's Sprachschueler Chaps. VIII, IX, and X., pages 60 to 80.	Lueken's Sprachschueler. Chaps. XI. and XII. and Appendix, pages 80 to 105.
Dictation.	Pieces from Reader (se- lected by the teacher.)	Pieces from Reader (se- lected by the teacher.	Pieces from Reader (se- lected by the teacher.)	Pieces from Reader (se- lected by the teacher.)	Pieces from Reader (se- lected by the teacher.
	No Composition.	Modelling after some easy reading lesson. Easy stories and descrip- tions.	Stories and Descriptions.	Short letters and answers; also, the reading to the class of some easy Eng- lish selections by the teacher, and writing of the same from memory in German by the pu- pils.	a. Letters on the Zoolog- ical Garden, Lafayette Park, Shaw's Garden, b. Essays on the water works, Bridge, etc. c. Essays on the theme of Natural Science, es- pecially Natural Phil- osophy.
Penmanship.	Witter's German Copy Books, Nos. 1 to 6.		No Penmanship.	No Penmanship.	No Penmanship.
	Translation, { Oral and Written.	Pieces from Second Reader (selected by teacher).			Pieces from Third Reader (selected by teacher).

COURSE OF GERMAN INSTRUCTION.

I. YEAR OR GRADE.

Joint classes of German- and Anglo-Americans :

Oral lessons.....one daily lesson (20 minutes).

1. Quarter: School, house and home, objects of importance on the way to school and the lessons they teach, the human body, demonstrated by the real objects.

2nd and 3rd Quarters: Materials selected from Strubing's Picture Charts.

4th Quarter: Phonic Analysis (Lautiren) and practice in the elementary form of German Script (Voruebungen zum Schreible-sen).

II. YEAR OR GRADE.

Joint Classes of German and Anglo-Americans.

One daily lesson.....25 minutes.

1st Quarter: Analysis and writing of the easier and then of the more difficult letters, proceeding in the order of their natural development. Also analysis and writing (Schreiblesen) of nouns (Normalwörter).

2nd Quarter: Analyzing, copying, reading and oral translation of short sentences (Schreiblesen).

3rd and 4th Quarter: Reading German print from Witter's First Reader.

3rd Quarter: Page 5 to page 16.

4th Quarter: Page 16 to page 28.

III. YEAR OR GRADE.

Reading.....one daily lesson (30 minutes).

1st Half Year: Witter's First Reader. Page 28 to page 60.

2nd Half Year: Witter's Second Reader. Page 16 to page 41.

Penmanship,....Books 1 & 2, 2 lessons per week (30 minutes).

IV. YEAR OR GRADE.

Reading.....4 lessons per week (30 minutes).

1st Half Year: Ritter's Second Reader, Page 41 to Page 76,

2nd Half Year: Ritter's Second Reader, Page 76 to Page 108.

Dictation.....one lesson per week (30 minutes).

Penmanship, books 3 and 4.....2 lessons per week (30 minutes).

Grammar, from Lueken's Grammar (Sprachschueler) Chap. 1 &

2, page 5 to page 34. — This instruction will be given by the teacher in the reading lessons, as occasion may require. The pupils will each prepare one written exercise in grammar in their exercise books.

V. YEAR OR GRADE.

Reading.....4 lessons per week (30 minutes).

1st Half Year: Witter's Second Reader, page 108 to page 144.

2nd Half Year: Witter's Second Reader, page 144 to page 184.

Dictation.....one lesson every *alternate* week (30 minutes).

Composition—modeling after some reading lesson; easy stories and descriptions—one lesson every *alternate* week (30 minutes.)

Penmanship—books 5 and 6, two lessons per week (30 minutes).

Grammar, from Lueken's Sprachschueler, Chap. 3 & 4, page 24 to 36, to be taught as in Grade IV.

VI. YEAR OR GRADE.

Reading.....4 lessons per week (30 minutes).

1st Half Year: Witter's Third Reader, page 9 to page 80.

2nd Half Year: Witter's Third Reader, page 80 to page 153.

Grammar: from Lueken's Sprachschueler, Chap. 6 & 7, page 44 to page 60.....one lesson per week (30 minutes).

Composition—stories and descriptions, one lesson every *alternate* week (30 minutes).

Dictation.....one lesson per week (30 minutes).

Written Translation.....one lesson every *alternate* week (30 minutes).

Remark—The lessons in *dictation* and *composition* take the place of the two lessons in *penmanship* (two lessons per week, 30 minutes each), which ceases with this grade. The teacher must insist strictly on good penmanship in these lessons.

VII. YEAR OR GRADE.

Reading.....4 lessons per week (30 minutes).

1st Half Year: Witter's Third Reader, page 153 to page 212.

2nd Half Year: Witter's Third Reader, page 212 to page 271.

Grammar from Lueken's Sprachschueler, Chap. 8, 9 & 10, page 60 to page 80.....one lesson per week (30 minutes).

Composition.....one lesson every *alternate* week (30 minutes). Short letters and answers, first prepared in the class. Also the reading to the class of some easy English selections on the part of

the teacher and the writing of the same from memory in German by the pupils.

Dictation.....one lesson per week (30 minutes).

Written Translation.....one lesson every alternate week (30 minutes).

VIII. YEAR OR GRADE.

Reading....3 lessons per week (30 minutes).

1st Half Year: Witter's Third Reader, page 270 to page 328.

2nd Half Year: Witter's Third Reader, page 328 to page 385.

Grammar—from Lueken's Sprachschueler, Chap, 11 & 12, and the Appendix, page 80 to page 105, one lesson per week (30 minutes).

Composition....one lesson per week (30 minutes).

a) Letters on the Zoological Garden, Lafayette Park, Shaw's Garden.

b) Essays on the Waterworks, Bridge &c.

c) Essays on some theme of Natural Science, especially Natural Philosophy.

Dictation....one lesson per week (30 minutes).

Written Translation....one lesson per week (30 minutes).

Remarks on Grades I and II:

1. The German and English sounds must be compared in suitable words.

2. Easy oral Translation must be practiced in every lesson, to the end that pupils and more especially the American pupils may acquire a large vocabulary, and in order that they may accustom the ear and the organs of speech to the German sounds.

3. The American pupils must be practiced in speaking German in every lesson.

4. Easy songs are to be taught.

Remarks on Grades III, IV and V.

1. A few lines are to be daily copied on the slates at home.

2. By thorough explanation and oral translation the teacher will see that the pupils understand everything they read.

3. The American pupils must constantly practice speaking German.

4. Suitable poems are to be memorized.

5. The teacher will require one written home exercise in translation per week.

Remarks on Grades VI, VII and VIII.

1. The teacher will see that the pupils understand everything they read. Everything must be carefully explained. Oral translation must constantly be practiced.

2. The American pupils must speak German wherever occasion may offer. They must be practiced in this as much as possible.

3. The teacher will require one written home exercise in translation per week. In the VIII. grade these exercises may be dispensed with, if the teacher thinks it advisable.

4. In the reading lessons of these grades, most especially of the VII. and VIII. grades, the attention of the pupils must be directed principally to the contents of the selections. The teacher will call special attention to all points of interest connected with the History of German Literature.

By reference to the Course of Study it will be noticed, that several important changes have been made, with a view to securing more satisfactory results, especially on the part of our *English* speaking pupils. The time for German script has been materially reduced. While an entire year was formerly devoted to script writing on the slate, three quarters (last quarter of I. grade and first two of II. grade) are now set apart for this work. We now begin the reading of print in the German First Reader in the third quarter of II. grade, whilst it was formerly commenced at the beginning of the III. grade. We thus begin to read a half year earlier and hope to save much valuable time hereby. German penmanship is now taught only in grades III, IV and V, and in grades VI, VII, and VIII the time thus gained is devoted to *translation* and composition. In order that our *Anglo-American* pupils might be more effectually and successfully assisted in their progress prominence has been given to *oral and written translation*.

From the "Remarks" on the various grades, appended to the detailed Course of Study may be observed the importance which is attached to practice in *translation* as well as in *speaking German*. We hope that our pupils, especially the *Anglo-Americans*, will profit very much from this practice. It is evident that con-

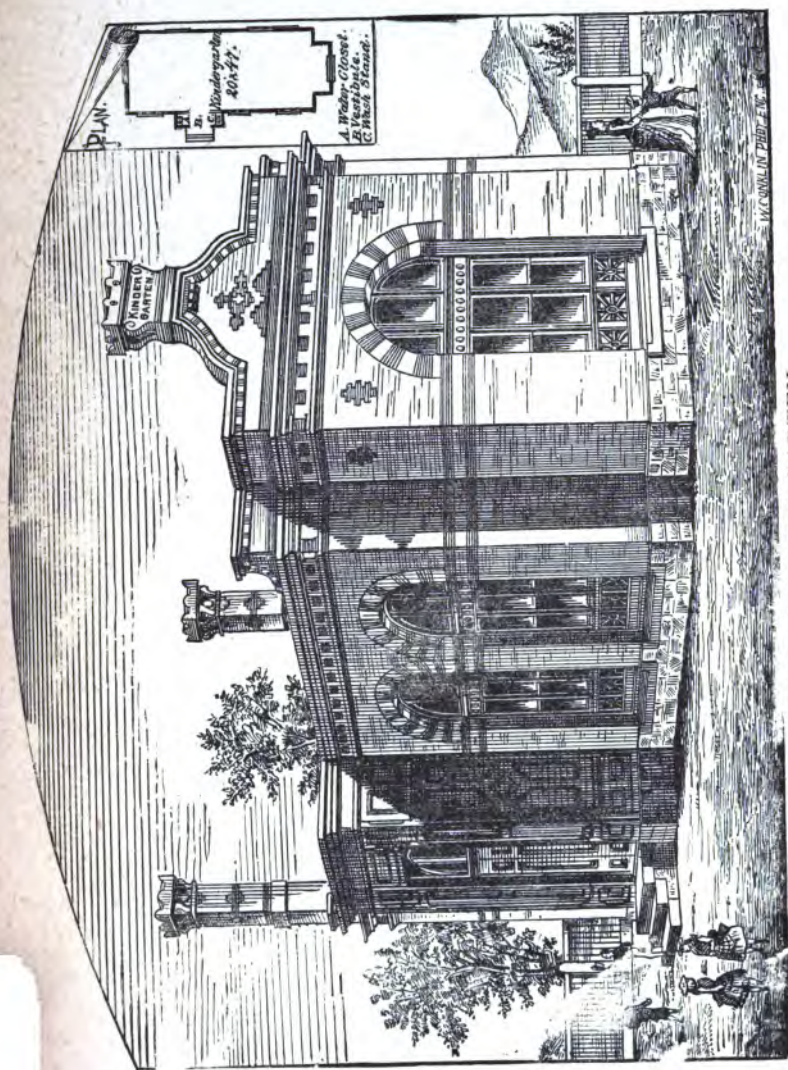
stant care is required in this particular, in order that our pupils may all learn to *read* and *translate* every thing they *write* and *understand* whatever is *said* and *read*. We also hope that they may thereby be materially assisted in learning how to *speak*.

Respectfully submitted,

L. WM. TEUTEBERG,

Assistant Superintendent.





PUBLIC SCHOOL LIBRARY.

To the President and Directors of the Board of Public Schools:

In accordance with section 13 of the by-laws, adopted by your body, for the government of the Public School Library, the Board of Managers of the Public School Library submit herewith their annual report.

It has been the aim of the Board to secure the usefulness of the books, already on the shelves, by correct classification and a perfected system of cataloguing. By the system of card-cataloguing, which is in use in our library, as well as in all similar institutions, a catalogue containing all the books, no matter whether they were bought 10 years ago or added yesterday, is made accessible to the readers. The object of a library is not so much to amass a large number of volumes, as it is to make its books accessible to the readers. Of what advantage is it, to have a work on the shelves, if the readers are not informed of its presence by an accessible catalogue, kept up to date?

CATALOGUES.

The work of having a complete card-catalogue of all the books in the library was finished this year. The library now possesses the four catalogues, which are necessary for the transaction of the library business. In a general way it may be said, that these catalogues consist of the following 4 departments; each containing the names of 40,000 volumes or more.

A. PUBLIC CATALOGUE.

(This is kept outside of the issue desk and open to the public.)

1. *Alphabetical Catalogue* (a list of all the books in the library,

arranged according to the names of their authors).

2. *Classified Catalogue* (a list of the same books, arranged in classes, according to the subjects of which they treat).

B. LIBRARIAN'S CATALOGUE

(kept behind the desk, for the use of the library force only).

1. *Alphabetical Catalogue*.

2. *Classified Catalogue*.

The Librarian's Catalogue (B 1, B 2). The Librarian's Alphabetical Catalogue contains a list of the forty thousand volumes, owned by the library; but it contains more than that. For purposes of reference other lists have been added to this, so that it is composed at present of

1. a. *Alphabetical Catalogue*, a list of all the books of the library, arranged according to authors.

b. *Biographical Reference List*; this consists of one card for each biography, contained in any book in the library. Under "Dan. Webster," for instance, may be found a list of the works about containing information on him. In order to keep this important division complete, it is necessary, in case a book containing, say 20 biographies, is bought, to add 20 cards to this catalogue.

c. *List of Prose Fiction*. This catalogue contains a list of all novels and similar books, which have a greater circulation than any other. Each book of this kind therefore appears twice in this catalogue, once under the name of its author, and once in this department, Prose Fiction.

d. *List of Juvenile Literature*. The arrangement of this is the same as that of the preceeding list. Each book of this class appears twice, first under the name of its author and then in the class.

The Librarian's Classified Catalogue, consisted formerly of a list of the forty thousand volumes of the library, written on cards and arranged in classes, according to the subjects treated of. This list did not contain one card for each volume in the library, but rather one card for each work. If, for instance, there was any work containing 20 volumes, there was but one card for it.

According to a suggestion, made by the actuary and adopted by the Board of Managers, this catalogue was changed and com-

pleted in such a way, as to answer both the purposes of a catalogue and of an inventory list.

INVENTORY LIST.

The object of changing this catalogue into an inventory list was to avoid the very inconvenient necessity of closing the library once a year for the purpose of taking an inventory of the books, in order to discover what books have been lost during the year and to ascertain the condition of the books on the shelves.

To take the inventory of a library is a very laborious task. Forty thousand volumes have to be moved from the shelves, the number of each has to be read, it has to be written down; the numbers, so obtained, must be arranged; then the inventory must be compared with the catalogue, and lists of the missing books must be written out and their fate, if possible, ascertained.

In former years, with the exception of 1878, the library had to be closed for weeks and the whole library force be employed in taking the inventory; and after all the result was subject to those mistakes, which are unavoidable in reading and writing down 40,000 figures.

With the inventory catalogue, as prepared this year, we think that it will be possible to take the inventory of the library without closing the same, and to have an inventory that is less open to clerical mistakes than former ones.

The arrangement of the inventory list and its use can be briefly described thus:

1. It contains one card for each volume.
2. The cards are arranged in the same order as the books on the shelves.
3. When the inventory is taken in future it will not be necessary to write down the number of each volume, but simply to place a mark on the card.

It was necessary to dwell on this matter of cataloguing in order to explain some points, which ought to be mentioned in connection with this library-management of the past year.

The work of cataloguing the books of the library, according to the best system known, begun in 1873, has been completed this year. The amount of labor involved in this work appears best from the fact that each of the four divisions of the catalogue, de-

manded the writing of at least forty thousand cards, containing the name of the book, the name of the author, size of the book and number of volumes. At present the catalogue is complete and will not require more labor than is necessary to keep it up to date. The work of making a new catalogue was extraordinary work, superadded to the regular work of the library and it will be necessary to remember that the regular force of the library, with the very greatest exertions on their part is not more than sufficient to attend to the regular duties of the day.

THE LIBRARY FORCE.

Compared with other libraries, our own institution is managed by a very small number of employees, and it speaks well for their efficiency that they can attend to their arduous task and give satisfaction to the patrons of the library. The library is kept open every day, Sundays included, for 12 hours, from 10 in the morning till 10 in the evening. About 500 volumes are taken out of the library and the same number returned every day and an entry is necessary in each case; the books have to be taken from the shelves and, when returned, they must be re-arranged and be put back. Information must be given to the subscribers in regard to their reading and books taken out of the cases for selection. The binding of many thousand volumes, the cataloguing of all new purchases, the business transaction of the library with publishers and booksellers must be attended to; several hundred newspapers and magazines must be filed and supervised. For this and many other duties our present library force consists of

Salaries:

One Librarian.....	\$2,000
“ Actuary.....	1,000
“ First Assist. Librarian.....	1,000
“ Second “ “.....	800
Two Third “ “.....	\$50 each
“ Clerks.....	240 each
One “.....	204
“ “ (Reading room).....	420
“ Janitor.....	600

	Volumes issued.	No. of Employees.	Rates per 100,000 vols. issued.
St. Louis.....	152,179	11	7.2
Boston Public Library	1,183,999	139 Regulars, 35 Extras.	13.2
Cincinnati " " "	382,983	45	11.7

As the librarian states in his report, submitted with this, the cost of clerical labor and other expense, distributed on the circulation of books, is in our library 4.8 cents per volume, as against 6.2 cents, the average of 8 other leading libraries.

THE FINANCES OF THE LIBRARY.

The finances of the library have been managed according to a very simple principle. The revenue of the Board is not to be anticipated; no pecuniary obligations were incurred, that could not be met instantly. The library has lived within its means. For the purchase of books a separate fund is set apart, which cannot be appropriated for any other purpose. Thus, while the expenses of this year have been very heavy (among other items I may mention \$1200 for the covering of the floor). The library is free from debt.

Our library is a

PUBLIC SCHOOL LIBRARY

in name; in reality it has outgrown these limits and is to-day a benefit not only to the public schools, but to the whole city of St. Louis. It has extended its educational influence far beyond the limits of the schools. Any visit to the reading room will show this; hundreds of people spend their evenings in the library, reading the magazines and consulting the books, and the library has grown into a source of culture for our city at large.

By act of the legislature, dated March 27, 1874, our library was made a public one for purposes of reference and reading; it continues, however, to collect a small subscription from those, who draw books for home use. Until recently the annual subscription was \$4.00. By action of the School Board this amount was reduced to \$3.00 per annum.

By the act of the legislature the doors of the library, which until then were closed for all but subscribers, were thrown open to every body. The action of the school board, which reduced the membership fee to \$3.00, tended in the same direction.

It will be conceded by all, that these measures will have a most desirable result: Namely, that of making the means of culture, which the library contains, accessible to the people, to admit all to the free intercourse with the heroes and thinkers of the human race, whose imperishable ideas may be transplanted into many minds by the printed page.

But in connection with this it must not be forgotten, that these changes affect the financial condition of the library in several ways.

1. When access to the library is made free (as it ought to be) for purposes of reading and reference, the list of paying subscribers is reduced thereby.

2. If the annual subscription is reduced to \$3.00, the income of the library from that source is likely to decrease 25 p. c.

3. If, by the opening of a free reading room the library is better frequented, and more books are drawn out, this is certainly a source of congratulation, as the usefulness of the library is increased. But at the same time the library work is considerably increased.

4. If the amount of annual subscription is thus reduced 25 p. c., it lessens the income of the library from that source while it increases the work and the unavoidable expense.

It will perhaps be of interest to compare the yearly appropriations of money of some of the larger libraries with our own:

Appropriation.

Boston	1878.....	\$130,000 00
Chicago.....	1878.....	23,000 00

The valuable report of the Librarian which, together with the report of Actuary and Treasurer, is presented herewith, contains interesting information on the state of the library.

All of which is respectfully submitted,

LOUIS SOLDAN,

Pres. Board of Managers.

REPORT OF THE LIBRARIAN.

To the Hon. Board of Managers St. Louis Public School Library:

I have the honor to present herewith my second annual report, showing the work accomplished and the growth attained during the year 1878 by the institution under your charge.

Reference to the valuable historical table, prepared by the Actuary, shows the following facts having an important bearing on the general administration of the library.

1st. The total of receipts for the year is the largest, save one, in the history of the library.

2nd. Notwithstanding the large increase of work the last two years, the salary account still remains nearly \$600 less than in the year 1875-'76, and more than \$1500 less than in 1874-'75.

3rd. The receipts for fines show an increase of \$124 over those of last year, which exceeded those of the year before by nearly \$400 and were more than \$300 in excess of the average of former years. This year the excess over the average of the years preceding 1877 is \$429. This sum has more than paid the salary of an efficient assistant and nearly equals the combined salaries of the youngest two members of the force, from which it appears that a more careful attention to the details of administration has in this one item, besides furthering the original purpose of the rule, secured considerable additional service without expense to the library,

As this report is likely to meet the eyes of many of our members, I am tempted to add, in this connection, a few remarks on

the subject of fines. Their primary object is, of course, to insure the punctual return of books. This is in the interest of all members alike; and the only way to accomplish it is by the prompt and impartial enforcement of the rules. When called upon to pay a fine, the member should reflect that the person assessing it is simply acting under regulations made by his representatives in the interest of himself and his fellow-members; that the penalty was brought upon him by his own act; that if it were not inflicted on him, of course, it could not be on others, and he would therefore be kept waiting so much longer for the books he may want. While securing this chief benefit, he should consider the ten or twenty-five cents he has just paid as a contribution, which, with the dimes and quarters of hundreds of others, helps to make up a respectable addition to the meagre income of the library, whose privileges he enjoys for the small average sum of sixty cents a year.

Last year the additions to the library were more numerous and valuable than those of any other year since the second. Pressing necessities in other directions have so drawn upon the book fund this year, as to render it insufficient to meet the demands of a largely increased circulation. Fortunately, donations to the extent of nearly 1000 volumes swell the list to creditable proportions. The following tables, prepared by Mr. Soldan, exhibit the

ADDITIONS TO THE LIBRARY DURING 1878.

Classes.	Regular Library.	Collection of Books.	Duplicates Mag.
Philosophy	19	.....	.....
Theology	76	.....	.....
Social Science	511	8	.....
Natural Science	501	.....	24
Art and Poetry	199	.....	.....
Fiction	748	175	.....
Juveniles	122	4	8
Literary Miscellany	127	8	.....
History, Geography	248	6	.....
Cyclodædias, Magazines &c.	708	.....	210
	.....	196	287
	3,254	287	
		488	

Regular Library; Accession Catalogue Nos. 38,806—42,059....3,254

Collection of Duplicates “ “ “ 3,674— 4,106.... 488

Total Additions3,687 vol's.

The additions for this year, though not equalling those of last year, exceed those of the year before by nearly 1,000 volumes.

Divided by languages, they appear as follows:

Languages.	Reg. Library.	Collection of Duplicates.
English	2,725	488
German	288	.....
French	91	.....
Latin	4	.....
Greek	1	.....
Italian	1	.....
Welsh	1	.....
Miscellaneous Pamphlets	198	.....
Total	3,254	488

Source.	Regular Library.	Collection of Duplicates.
Purchase	1,604	Books 196 Mag's 200
Donation	898	..... 87
Transfer from Collection of Duplicates	141	.....
Periodicals bound	419	.....
Exchange	1	.....
Pamphlets bound	196	.....
Total	3,254	196 237

CLASSIFIED ACCESSIONS.

German Books.

Philosophy	6
Theology.....	3
Social Science.....	24
Natural Science	30
Art and Poetry.....	27
Fiction.....	34
Juveniles	2
Literary Miscellany.....	23
History &c.....	26
Magazines	63
<hr/>	
Total.....	238

Among the more important works added this year, may be mentioned: Virchow u. Holtzendorf, Sammlung wissenschaftlicher Vorträge, 13 vols., 8vo.; Craft's Pioneers in the settlement of America, 2 vols., imp. 8vo.; Barnard's American Journal of Education, 1858 to 1878, 20 vols., 8vo.; Barnard, National Education, German Teachers and Education, Military Systems and Education, Technical Education, 5 vols., 8vo.; Stevens' Shakespeare, 12 vols., folio; London Quarterly Review, 1845-'64, 40 vols. in 20 8vo.; Early English Text Society Publications, 3 vols., quarto; Cesnola, Cyprus, 1 vol., 8vo.; Knight, Pictorial Gallery of Arts, 2 vols., quarto; Lacroix, Arts in the Middle Ages, 1 vol., 8vo., The 18th Century, 1700-1789, 1 vol., 8vo.; Illustrated London News, 31 vols., folio; Beattie, Switzerland, 2 vols., quarto; Masterpieces of the Centennial Exhibition, 3 vols., quarto; Shakespeare Society Publications, 11 vols., 8vo.; Maximilian, Prinz zu Wied, Travels, 2 vols., plates folio, text quarto; Knight, C., Old England, quarto; Stanley's Through the Dark Continent, 2 vols., 8vo.

I take pleasure in acknowledging the kindness of the editors of the Evening Post, and the Journal and Dispatch, Westliche Post and Anzeiger des Westens, in publishing from time to time lists

of our new books. I hope that this courtesy may be continued by the city press generally, as an aid to the library and a matter of interest to their readers, who, by keeping the cuttings, may have at hand a list of important accessions for the year.

During the year 3,138 volumes have been sent to the binder, of which 2,605 have been returned. Separating them as accurately as may be, I find that 380 volumes have been bound for the first time at a cost of \$164.75, and 2,225 volumes rebound at a cost of \$842.34. The rebinding has been done at an average cost of about 37½ cents per volume, a reduction of not less than 10 per cent. on last, and a much greater reduction on the prices of former years; while in finish and durability the binding is equal to the best the library has ever had.

The lists for 1878 show 22 volumes lost and paid for, 17 in the Regular Library and 5 in the Collection of Duplicates; also 250 volumes condemned as worthless, 239 from the Regular Library and 11 from the Collection of Duplicates.

DONATIONS.

The donation list of this year is exceptionally large. A complete list will be found in the appendix. The following deserve special mention:

Two hundred and thirty-eight volumes from Chas. C. Soule, forming a useful collection of works on philology; from Edwin Leigh, 214 volumes, chiefly medical and theological; from E. Boileau, the famous geographical work of Malte-Brun, in the original, 16 volumes; 15 volumes of Transactions of American Association for Advancement of Science, through its secretary, Prof. F. W. Putnam; from J. H. Buenemann, 22 volumes, containing a complete series of the military documents of Missouri, relating to the Rebellion; from Hon. D. H. Armstrong, Hayden's Geological and Geographical Atlas of Colorado and adjacent Country, a folio pronounced by European authorities to be the finest work of the kind ever issued from the press, and 15 volumes of miscellaneous public documents; 12 volumes U. S. Reports, from Hon. Nathan Cole; 15 volumes of Official Reports of the cities of Rome and Paris, and a fine wall map of St. Louis, from Mayor Overstoltz; from public officers, 271 volumes and 80 pamphlets, comprising Geological, Agricultural and Educational Re-

ports, Laws, &c., of 17 States; 26 volumes relating to Population, Productions, Arts, Manufactures etc., of Australia, Canada, Berlin, Vienna, Hamburg, Cork and other foreign cities and countries. Mr. Thos. Prendergast presented an autograph letter of General Jackson, which has been framed and hung in the reading room. A substantially bound copy of the first volume of the St. Louis Evening Post was sent, as a gift to the library, by its proprietor, Mr. John A. Dillon. The other city papers will, I hope, follow the good example, realizing the value of a safe depositing for their files, in case of the conflagration of their own buildings. From Superintendent Harris we have received a continuance of favors in the way of numerous educational reports, periodicals and pamphlets; and from Mr. H. H. Morgan, among other donations, regular copies of Harper's, Appleton's, Lippincott's, North American Review and Popular Science Monthly; also a written index to Mullins' Catalogue of the Shakespeare Memorial Library, which represents considerable time and labor.

During the past year the Boston Public Library received over 20,000 volumes and more than \$10,000 from private individuals. Since its foundation over \$100,000 and more than 125,000 volumes have come to it from the same source. The majority of eastern libraries have the same report to make, differing only as to the amount given. As yet we have only the Henry Ames fund. While thanking the kind friends, who have enabled us to present so creditable a list of book donations, I can not but express the hope that our wealthier citizens will find in aid to the library an opportunity for conferring the greatest benefit upon the community and securing for their names an honorable immortality. I trust that it will not be many years hence when we shall have departments, founded by private munificence, with ample funds for their maintenance, when the name of Ames shall no longer stand alone, but be one of a list rivalling that headed by Bates and Phillips of Boston.

The classified part of the official card catalogue has been revised and supplied with a separate card for every volume, that has ever been entered. It forms, therefore, a correct and complete stock list; and by its means the inventory was taken this year without closing the library. Since this could not be done by the regular force without somewhat interfering with other duties,

the work was let by contract to Mr. Jno. J. Bailey. As there were facilities which had never before existed, for conducting the examination and as there was this time no necessity for haste, the result is presumed to be more reliable than that of any former stock taking. It shows that of the number reported missing last year, 642 volumes appeared this year; that there were missing since the last inventory (taken in March, 1877) 19 volumes lost and paid for, 321 worn out and listed as worthless, 48 charged to borrowers and not returned, 682 not accounted for. Of the latter number, 177 were found in shortly after the report was made in October. The search was interrupted by the increase of routine work; but there can be no doubt that its resumption will lead to the discovery of many more. As stated above, 642 of those reported missing last year were found in this year; and the inventory of last year showed the presence of 1,277 volumes, which had been reported missing the year before.

Taking, then, this last inventory as a basis, we obtain the following as the

CONTENTS OF THE LIBRARY, DECEMBER 31st, 1878.

Regular Library Volumes.....	36,516
Collection of Duplicates.....	2,221
Books in Academy of Science Collection.....	2,860
Duplicates not in Circulation.....	718
	<hr/>
	42,315
Unbound Pamphlets P. S. L.....	538
“ “ Academy of Science.....	6,091
	<hr/>
	6,629

The figures above are, at last, sufficiently accurate for all practical purposes, and do not over-state. This year's report shows an inaccuracy in last year's count, with which all possible pains was taken; and it is highly probable that next year will reveal errors in the figures of this. To obtain a correct inventory, constant revision seems necessary. The Chicago Library, for example, reports in 1876, 421 volumes unaccounted for, noting in the same connection that of 322 unaccounted for the preceding year, 129 were afterwards found.

CIRCULATION.

The object of a library being the diffusion of knowledge and humanizing influences through the reading of books, the only available measure of its work and its growth must be the number of books read. Judging by this, the managers of the Public School Library have reason to congratulate themselves on the record of the past year. As may be seen from the subjoined tables, there has been an increase in the issue over that of last year of nearly 25 per cent.

ISSUE BY MONTHS.

MONTHS.	Home Use.	Library Issue.
January.....	7,954	5,195
February.....	9,623	5,297
March.....	10,287	3,188
April.....	9,194	4,566
May.....	8,690	5,600
June.....	8,563	3,656
July.....	8,195	3,002
August.....	8,126	4,078
September.....	6,887	3,074
October.....	7,668	8,500
November.....	7,967	4,830
December.....	8,654	4,890
Totals.....	101,808	50,271

CLASSIFIED CIRCULATION.

CLASSES.	For Home Use. Regular Library.	Home Use. Collection of Dup- licates.	Total Home Use.	Percentage.	Use in Library.	Percentage.	Total.	Total Book percentage.
Philosophy.....	613	6	619	.6	577	1.2	1,196	.9
Theology.....	676	3	679	.7	612	1.3	1,291	1..
Soc. and Pol. Science..	1,203	50	1,253	1.2	2,105	4.3	3,358	2.8
Natural Science.....	3,649	122	3,771	3.7	10,593	21.	14,364	12.3
Fine Arts and Poetry..	3,874	54	3,928	3.9	3,754	8.	7,682	5.9
Prose Fiction.....	51,870	7,233	59,103	58.1	11,811	23.5	70,914	40.8
Juveniles.....	16,100	98	16,198	16.	5,215	10.4	21,413	13.2
Literary Miscellany....	4,316	101	4,417	4.3	3,501	6.9	7,918	5.6
History, Travels &c....	9,156	249	9,405	9.2	5,997	11.1	15,402	10.2
Cyclopædias, Magazines	1,501	934	2,435	2.3	6,206	12.3	8,641	7.8
Totals.....	92,958	8,850	101,808		50,371		152,179	

CLASSIFIED READING ROOM ISSUE.

CLASSES.		per cent.
Philosophy	68	.1
Theology	294	.6
Social and Political Sciences.....	487	1.
Natural Science.....	5,703	12.3
Fine Arts and Poetry	19,402	41.9
Prose Fiction.....	2,833	6.1
Juveniles.....	671	1.4
Literary Miscellany.....	14,934	32.1
Geography, History &c.....	1,562	3.4
Miscellaneous.....	482	1.1
Total.....	46,436	

SUMMARY.

Home Use Regular Library	92,958
“ “ Collection of Duplicates	8,850
Library Use	50,371
Reading Room Issue	46,436
Total Use of Library	198,615

Largest Issue (Week Day):

Saturday, February 16th	{ 612 Home Issue. 292 Library “ 190 Reading Room Issue.
Total Issue	1,094

Smallest Issue (Week Day):

Friday, December 13th.	{ 159 Home Issue. 172 Library “ 133 Reading Room Issue.
Total Issue	464

Largest Sunday Issue:

February 24th.	{ 374 Home Issue. 150 Library “ 188 Reading Room Issue.
Total Issue.....	712

Smallest Sunday Issue:

October 6th.	{ 62 Home Issue. 63 Library “ 159 Reading Room Issue.
Total Issue	284

There are few libraries so continuously, in all departments, at the service of its members and the public. During 1878 the Public School Library has been open twelve hours a day for three hundred and fifty-eight days.



AVERAGE DAILY ISSUE.

Home Issue.....	284.8
Library Issue.....	140.2
Reading Room.....	129.6

Average Daily Issue all Departments.....554.1

Sunday Issue {	Home Issue.....	5781	113.3	Average Issue.
	Library Issue,.....	6091	119.6	“ “
	Read'g Room Issue	6849	134.3	“ “

Total Sunday Issue18,721 367.2 Av'ge all Dept's.

Total Book Issues in 1878	152,179 Vols.
“ “ “ “ 1877	123,454 “

Gain in 1878 28,725 or 23.3 per cent.

Total Periodical Issues in 1878	46,436
“ “ “ “ 1877	36,342

Gain in 1878 10,094 or 27.8 per cent.

Total Issue in all Dep'ts 1878	198,615
“ “ “ “ 1877	159,796

Gain in 1878 38,819 or 24.3 per cent.

My report last year noted the fact that the Boston Public Library had reduced the cost of issue per volume from 25 cents in 1867 to 10 cents in 1877; that in this Library it had fallen from 46 cents in 1866 to 14 cents in 1877, at which time nine other libraries gave an average of 17.6 cents. This year shows a further reduction to 10.5 cents. Basing the calculation on salary expense alone, the proper way, the average for eight of the leading libraries of this country (the data being not given in report of the ninth) was 6.2 cents; in ours, 5.5; this year reduced to 4.8 cents. The circulation of a library must be taken as the measure of its work, and the cost of issue per volume as the ultimate test of the economy of its administration. With an increase of 24 per cent. in the former and a decrease of 12 per cent in the latter the Public School Library need fear no comparison with other American

libraries or with its own record in the past; while its present prestige and acquired momentum promise continued progress in the future. All that is needed is unity of effort on the part of its friends, avoidance of personal issues and willingness to welcome aid from all quarters.

I append a comparative table showing the "turnover" of seventeen other libraries; i. e., the number of times the stock in each has been turned over, or the average issue of each volume. The general average of the other libraries is 2.73; of the Public School Library, 3.59.

Date of Report	Name of Library.	Volumes	Issues.	Turn-over.
1877	Astor Library, New York,.....	177,387	156,091	.87
1878	Boston Public Library.....	345,734	1,183,991	3.42
1878	Brookline, Mass, Public Library.....	21,416	53,425	2.49
1876	Brooklyn, N. Y., Mercantile Library.....	52,473	123,899	2.36
1878	Buffalo Young Men's Library Association....	31,589	76,591	2.42
1878	Chicago Public Library.....	57,984	354,506	6.11
1876	Cincinnati Public Library.....	85,000	382,933	4.50
1877	Lawrence, Mass., Public Library.....	15,945	150,768	9.45
1877	New York Apprentices' Library.....	57,897	172,925	2.98
1878	New York Mercantile Library.....	178,167	177,36	.99
1877	St. Louis Mercantile Library.....	49,155	107,812	2.18
1878	San Francisco Mercantile Library.....	46,708	87,590	1.87
1877	Springfield, Mass., City Library.....	89,617	44,219	1.11
1877	Taunton, Mass., Public Library.....	15,221	55,843	3.67
1878	Toledo Public Library.....	13,778	101,661	7.30
1877	Watertown Public Library.....	10,795	32,082	2.97
1878	Worcester Free Public Library.....	43,224	134,544	3.11
Totals and Average.....		1,242,090	396,987	278

1878 St Louis Public School Library..... 42,315 152,179 3.59

MEMBERSHIP.

The total number of persons having Memberships in the Library during the year 1878 was

Perpetual Memberships.....	45
Life Members.....	3,328
Temporary Pay Members.....	1,392
Free Evening School Members.....	1,403
Total.....	6,168

Of these there were in force Dec. 31, 1878

Perpetual Memberships.....	45
Life Members.....	3,328
Temporary Pay Members.....	681
Free Evening School Members.....	919
Total.....	4,973

Membership in force December 31,

	1877	1878
Perpetual Membership.....	30	44
Life Members.....	3,070	3,328
Paying Members.....	592	681
Free Evening School Members..	613	919
Total.....	4,305	4,973
		4,305
Gain.....		668

Of Life Memberships there were issued during the year:

By order of Board of School Directors etc.....	6
Free Evening School Memberships.....	98
Ev'g. School Members part pay.....	12
Pay Members.....	142
Total.....	258

There were besides 5 perpetual memberships presented to each of the following institutions: Normal School, Washington University and St. Louis University. In addition to the 98 Life Membership certificates noted above, 1,372 free temporary memberships were issued to evening school pupils, representing a value of \$4921.

We begin in the year with 4292 non-paying and 681 paying members. In view of the constantly and necessarily increasing preponderance of non-paying members and of the additional fact that at our present rates those who may in future subscribe will contribute but 60 per cent. a year (averaging a life membership at 20 years or taking interest on twelve dollars at five per cent.), I am moved to renew the recommendation of my last report that the

price of life membership be raised to twenty-four dollars. The privileges of the Library are better worth this sum than they were worth twelve dollars when it was founded.

Unless measures are adopted to increase the revenue from subscription and prevent the present rapid accumulation of non-paying members, we must look to public appropriations or private liberality to supply deficiencies which must soon be apparent, which indeed already exist. It is very evident that a library cannot be supported properly on about the same amount, while its activity and the sphere of its usefulness are increasing at the rate of 25 per cent a year.

PROGRESS AND IMPROVEMENT.

The year has been marked by much in the way of substantial progress and permanent improvement. The most apparent wants to which attention was called last year have been supplied. The floors of both rooms have been covered; the walls of Ames Hall have been cleaned and painted, and the ceiling ornamented with a tasteful fresco. Four new bookcases have been erected in Ames Hall, an additional set of shelves provided in the magazine room; and two large cases have been constructed, as nearly as possible dust proof, for the proper reception of our bound files of newspapers, which had formerly been piled on the floor. Above these are numerous compartments for the orderly preservation of current numbers of papers after the removal from the files.

Twelve cases of United States documents in the south gallery have been put in order, and provided with shelf marks, and reference labels have been placed in most of the books. The new cases afforded an opportunity to secure a more regular sequence of the classes and this with the work mentioned above involved the shifting of the entire library. During this process all the German books, except those purely scientific, were placed together, preserving in themselves the same order as in the library at large. — Heretofore the books in the Collection of Duplicates had not received the library stamp, and had therefore been particularly liable to loss. Theft in the future has been rendered more difficult by stamping these in the same manner as books in the regular library. — Further progress has been made toward filling our sets of magazines by obtaining back volumes; and

under the supervision of Mr. Soldan the volumes of the past year have been arranged, those complete sent to the binder, a list made of the incomplete, and the missing numbers ordered.

Two free art exhibitions have been held in the reading room under the auspices of the St. Louis Art Society and School of Design. They were largely attended, that in the spring having over ten thousand visitors, and have had great influence in awakening an interest in art in the community and raising the standard of its taste. During their continuance the papers, usually on file, were issued upon application. There was, therefore, no appreciable inconvenience to the frequenters of the reading room, while its temporary occupation by the Art Society gave enjoyment to hundreds of members and thousands of the general public who never enter it at ordinary times, and many of whom obtained then their first acquaintance with the library. The desk receipts last May, the time of the loan exhibition, were larger than during any other month for several years.

The cataloguing of pamphlets has proceeded, involving, as a part of the work, the writing of about 10,000 cards.

We have now two card catalogues revised and completed to date, one for the use of the public, the other for the officers of the library. Each catalogue has two divisions: first, an alphabetical, in which the books appear in one continuous alphabetical arrangement by authors; second, a classified, in which the books are found in their appropriate classes, thus showing what books the library has on any particular subject. The advantages of the card over the printed catalogue are its comparative inexpensiveness and the facility with which it can be kept up to date. On the other hand it cannot be so rapidly consulted and cannot be taken from the library. It seems, however, to be generally conceded that the card catalogue is the only feasible system for libraries of limited means. Though the printing of a complete catalogue is out of the question at present, I hope that in the coming year we may be able to publish class lists in such form as will involve comparatively little expense to the library,

NEEDS AND RECOMMENDATIONS.

Notwithstanding all the additions and improvements made, the wants of the Library are as numerous, if not quite as urgent,

as at the beginning of the year just closed. 3,687 volumes occupy some room. Additional cases must soon be supplied in the Library and more shelving in the magazine room. The paint and fresco in Ames Hall serve to point out more clearly the need of a similar treatment of the walls of the reading room, which were left in an unfinished state, with the understanding that they should be painted last spring.

In December, as an experiment, I sent after books which had been detained long beyond the time for their return. One of the assistants devoted the major part of his time during two weeks to this work with comparative success, securing twenty-one books and \$2.50 in cash. In a majority of cases the parties had moved; many were said never to have lived there; and in general they seemed to belong to that irresponsible class to which the term floating population may be applied. Another source of loss to the Library is the unreasonable wear and tear upon the books. Our expenditure for binding could be reduced one third, probably one half, if it were not for the careless, in many cases shameful, and apparently wilful, abuse the books receive. If not conscience, self-interest should induce greater care on the part of members, for it must be clear that every dollar spent for binding, leaves so much less for the purchase of new books. This evil is not easily checked, as it is difficult to detect the perpetrators amidst the hurry of receiving books. I have, however, given some attention to it and adopted such repressive measures, as seemed practicable under the circumstances. The result has been that during the year the amount collected for damage to books, though small in itself, exceeds the aggregate of all former years.

The experience of the past year supports the recommendation I made more than a year ago, that steps should be taken to secure the Library against loss through the defacement of books and periodicals, and their undue detention. I have obtained copies of the library laws of several states, and have received from members of our legislature assurance of aid in securing the passage of a bill to accomplish the desired end.

I have to note fewer changes in employees during the past year and am pleased to report the satisfactory service of the present corps.

Respectfully submitted,

FRED. M. CRUNDEN,

January 11th, 1879.

Librarian.

APPENDIX.—PUBLIC SCHOOL LIBRARY.

DONATIONS.—*Books and Pamphlets.*

	Vols.	Pph.
American Association for the Advancem't of Science	15	1
American Pharmaceutical Society.....	1	....
Armstrong, Hon. D. H.....	17	....
Arthur, J. C.....	1	....
Baldwin, O. S., New York.....	1	....
Bartlett, Edw'd.....	....	1
Bayard, Hon. Thos. S.....	....	1
Berlin Stadtmagistrat.....	4	....
Boileau, E.....	16	....
Boston Public Library.....	5	156
Brey, E.....	25	....
Buenemann, J. H.....	22	....
Brookline, Mass., Public Library.....	1	4
Brooklyn, N. Y., Mercantile Library.....	....	1
Buchanan, Frank.....	8	8
Buffalo Young Men's Library Association.....	....	1
Bush, Wm.....	2	....
Cambridge Peabody Museum.....	....	10
Caulfield, Richard, Cork, Ireland.....	2	....
Central Ohio Scientific Association, Urbana, O.....	....	1
Chicago Public Library.....	....	3
Chittenden, W. B.....	2	....
Cincinnati Public Library.....	....	1
Cole, Hon. Nathan.....	12	....
Colorado State Authorities.....	....	6
Concord, N. H., Free Public Library.....	1	....
Connecticut State Authorities.....	1	....
Cornell Free Circulating Library.....	....	1

	Vols.	Pgs.
Crane, J. L.	1	....
Darby, Walter E.	15	10
Detroit Public Library. ....	....	2
Dyer, R. A. ....	....	3
Eads, Jas. B.	1	11
Engineers Club St. Louis.	2	1
Figueredo, Alphonso.	2	....
Fletcher Free Library. Burlington. Vt.	1	....
Forshey, Caleb G., New Orleans. ....	....	1
Garinger, Jos.	1	....
Glasgow University, Scotland.	1	....
Georgia State Authorities.	1	44
Göttingen, Germany. Koenig. Universitätsbibliothek.	1	12
Grönlund, Hy. ....	....	1
Hamburg, Oeffentliche Bibliothek.	2	....
Harris, Dr. W. T.	27	58
Harvard College Library.	5	12
Haverhill, Mass., Public Library.	1	....
Hayden, Mr. —. ....	....	1
Heuer, George.	1	....
Hill, Dr. R. J.	2	....
Hill, Rev. Dr. W. H.	4	....
Hoskinson, J. F.	2	....
Howgate, Capt. H. W., Washington. ....	....	1
Humphreys, Gen'l A. A., Washington.	4	....
Illinois State Authorities.	86	9
Iowa State Authorities.	34	10
Iowa Weather Bureau, by Prof. Hinrichs, Iowa City. ....	....	2
Ivory, W. W.	2	....
Jones, Hon. John P. ....	....	2
Kansas, State Authorities.	3	3
Kershaw, J. M.	1	....
King, Moses.	1	....
Lawrence, Mass., Free Public Library.	1	3
Leigh, Edward.	214	....
Linahan, John.	1	....
Lippman, M. J.	10	....
Little, Brown & Co., Boston, . ....	....	40
Lucas, Sir John, M. P., Sidney N. S. W.,	3	....

	Vols.	Pph.
Lynn, Mass., Public Library.....	1	....
Manchester, English Public Free Libraries.....	4	11
Manning, John W.....	....	1
Marble, Hon. Manton.....	....	1
Massachusetts State Authorities.....	49	....
Massachusetts State Library.....	....	1
Meier, Gen. A. G.....	4	....
Mexican Government.....	1	....
Michigan State Authorities.....	48	....
Mierson Max.....	1	....
Minnesota Historical Society.....	....	8
Minnesota State Authorities.....	....	27
Mississippi State Authorities.....	1	2
Missouri State, by Hon. H. C. Brockmeyer, L't.-Gov.	10	1
Monteith, Hon. John.....	....	10
Morgan, H. H.....	12	80
Morgan, Geo. H.....	....	12
Muenchen Stadtmagistrat.....	2	....
Newburgh, N. Y., Free Library.....	1	....
Newburyport, Public Library.....	....	4
Newcomb, Prof. S.....	1	....
New Jersey State Authorities.....	1	3
New York Apprentices Library.....	1	2
New York Astor Library.....	....	2
New York Mercantile Library.....	....	2
New York State Library.....	....	1
Nicholson, File Co.....	1	....
North Carolina State Authorities.....	1	....
Overstolz, Hon. Henry.....	15	....
Peck, Miss Jane.....	2	....
Pattison, E. W.....	....	3
Philadelphia Apprentices Library.....	....	5
" Mercantile Library.....	1	....
" Philosophical Society.....	3	....
" Social Science Association.....	....	4
Princeton College.....	....	1
Putnam & Sons.....	1	....
Quincy, Mass., Public Library.....	....	3
Richeson, Col. Thos.....	1	....

	Vols.	Aph.
Riley, Prof. C. V.....	1	....
Ræslér, F. E.....	3	....
Rosenstengel, W. H.....	2	....
Saint Louis Academy of Science.....	2	....
Saint Louis City, by Mayor Overstolz.....	28	23
Saint Louis City, by Register Walsh	286	66
Saint Louis Evening Post.....	1	....
Saint Louis Globe-Democrat	2	....
Saint Louis Mercantile Library .....	....	1
San Francisco Mercantile Library.....	....	3
San Francisco Mechanics Institute Library.....	....	3
Schurz, Hon. Carl.....	....	1
Seaver, F. L.....	2	1
Selwyn, Prof. A. R. C., Canada.....	2	....
Smithson'n Institute, Washington.....	....	1
Soule, Chas. C.....	238	40
Spinzig, Dr. C.....	....	4
Springfield, Mass., City Library.....	....	1
Steele, Dr. A. J.....	1	....
Steiger, E., New York.....	1	....
Stuttgart, Stadtgemeinde.....	....	4
Stuttgart, Universitätsbibliothek.....	....	3
Swedenborg Publishing Society, New York.....	2	....
Taunton, Mass., Public Library.....	1	2
Tennessee State Authorities.....	3	6
Tippett, V. W.....	....	2
U. S. Congressional Library.....	....	1
U. S. Patent Office.....	1	....
U. S. Government.....	6	12
Unitarian Association.....	2	....
Unknown.....	1	20
Vermont Historical Society	1	....
Vermont State Authorities.....	....	2
Viekroy, T. R.....	....	6
Virginia State Authorities.....	1	....
Watertown Free Library.....	....	2
West Virginia State Authorities.....	....	2
White, Sam'l S.....	1	....

	Vols.	Pph.
Wien Stadt-Magistrats-Amt	4	....
Wisconsin State Authorities	1	....
Woodward, Prof. C. M.		1
Worcester, Mass., Free Public Library		2
Wright, C. F.	1	....
Total Number of Volumes received, 1318		
" " " Pamphlets " 805		

In addition to the foregoing the following Newspapers and Periodicals have been sent to the Library by the Publishers:

Newspapers -Daily.

Anzeiger des Westens.
 St. Louis Evening Star.
 St. Louis Post-Dispatch.
 St. Louis Republican.
 St. Louis Times-Journal.
 Volkstimme des Westens.
 Westliche Post.

Newspapers-- Weekly.

Atlantic Review.	National Prohibitionist.
Chicago Socialist.	Modern Argo.
Christian Register.	People's Tribune, Jefferson City.
El Comercio del Valle.	St. Louis Commercial Gazette.
Central Texan.	St. Louis County Republican.
Courier, Hannibal, Mo.	St. Louis Echo.
Cumberland Presbyterian.	St. Louis Miller.
Freidenker und Turnzeitung.	St. Louis Texan.
National American.	Weekly Occident.
	Western Watchman.

Monthlies.

American Poultry Journal.
 Kansas City Review of Science and Industry.
 Missouri Dental Journal.
 Princeton Review.

Monthlies.

St. Louis Magazine.

Truth, The.

Unitarian Review.

Voice of Masonry.

Western Insurance Review.

Bi-monthlies and Quarterlies.

Journal of Speculative Philosophy.

Western. The

LIST OF
LIFE MEMBERS PUBLIC SCHOOL LIBRARY.

ADDED APRIL 1ST, 1878, TO DEC. 31ST, 1878.

Bain, G G	Fitch, Thos W
Barber, Mrs. Caroline T	Fitzpatrick, Frank A
Barrow, Julius	Flach, Leonora H
Bartlett, Winthrop	Fletcher, Nellie
Bloch, Mrs Mathilde	Foster, Geo S
Bock, John	Fritz, Gustav
Boggs, Henry S	Garriott, Ella
Brockner, Henry	Gerber, Hugo
Brockstedt, Walter	Gilliam, Sarah
Brown Edward	Gordon, Mary E
Bryant, W A	Graham, Julia
Chaphe, A J	Grant, Mrs. C A
Chartrand. M R	Greaves, James M
Clark J H	Grierson, R W
Clopton, Jas M	Haag, Mary
Cook, Wm	Hart, Aloysius
Cox, Elizabeth H	Heil, Henry
Darracott, Mrs John S	Heintz, Emil
Deas, Wm	Helmkampf, Hermann
Dieckriede, R C	Heltzell, Charlie
Drechsler, Dr Wm	Hermann, Augusta
Duenkel, John	Herzog, Peter
Dyer, Romya A	Hewitt, Mary
Eckhoff, Clement	Hogan, C J
Eichele, Emma	Huber, Mrs. B
Fathmann, Henry	Iglehart, Frank T
Fichtenkam, Mrs. G W	Johnson, David B
Fischer Louis A	Johnson, Matthew

Jones, G I	Riley, James
Judson, F U	Ring, J M
Kaiser, Rud John	Robert, Miss L B
Kalb, Julia	Rosey, Ada R
Kalliofer, Dr. B H	Rueckert, Eliza
Karnatz, Wm	Rumsey, Moses
Kerr, J C	Sachs, Gustav
Kieselhorst, Emma	Sandmann, Henry
Kohn, Fred	Schaub, Frank
Krausae, H J	Schaumleffel, P W
Krausae, Otto G	Schnelle, John D
Lange, Emma	Schomaker, Mrs. Kate
Lebeau, Dr. Louis	Schwarz, Israel
Lemoine, Leo	Scott, William
Levy, Rebecca	Sears, Elmer
Linden, Edward F	Sicher, Henry W
Lionberger, I H	Simmons, Fannie A
Loevy, Benedict	Smith, William
Luebbers, Wm B	Spraggon, Alfred
McLean, Hart	Switzer, E M
Marlowe, Mary	Tarrants, Lena
Monell, J	Taylor, Daniel G
Mooney, Kate	Taylor, Edwin
Newland, Jos	Taylor, Wm H
O'Keefe, John	Toepel, Julia
Orde, Geo N	Troendle, Edw
Parr, Eura, E	Tumer, Chas H
Pearce, Jas L	Twining, C O
Pohle, Adolf	Vogt, Dr Edw A
Pond, Frank H	Wagoner, Geo C
Pulsifer, Wm H	Warren, Beriah
Purcell, Mrs. L E	Weber, Otilie
Reiley, Jas	Whceler, Geo
Reyburn Edward	Wheeler, W E
Richter, Gustav	Williams, Richard

126 Certificates issued from May 1st to December 31st, 1878.

Total number of L. M. Certificates issued from January 1st, 1878, to December 31st, 1878, is 258. (Nos. 2,926 to 3,183 incl.)

To the Hon. Board of Managers of the Public
School Library:

Your Actuary respectfully presents his annual reports for the
year ending December 31st, 1878.

-
1. GENERAL FUND. RECEIPTS AND EXPENDITURES for the year
1878.
 2. BOOK FUND. RECEIPTS AND EXPENDITURES for the year 1878.
 3. HISTORICAL TABLES OF RECEIPTS AND EXPENDITURES from
the beginning of the Library, November 1868, to De-
cember 31st, 1878.
 4. RECEIPTS AND EXPENDITURES November 1865 to December
31st, 1878.

RECEIPTS AND EXPENDITURES.

DURING THE YEAR 1878.

GENERAL FUND.

Receipts:

Life Memberships.....	\$ 642 00
Temporary Memberships.....	2,120 00
Fines	648 91
Henry Ames Fund.....	5,900 00
School Board Appropriations.....	2,000 00
Total receipts.....	\$11,310 91
Balance in Treasury, January 1st, 1878.....	901 40

CONTINGENT FUND.

Balance, January 1st.....	\$16 10
Amount overdrawn December 31st.....	29 50
	45 60
Total.....	\$12,257 91

Expenditures:

Expense.....	\$ 359 24
Furniture and Fixtures	1,510 31
Stationery and Blank Books.....	314 71
Printing and Advertising.....	45 55
Insurance.....	312 50
Inventory Expense.....	300 00
Postage	69 10
Salaries	7,456 50
Book Fund, Amount transf'd by order of Board	500 00
Total Expenditures.....	\$10,867 91
Balance in Treasury, December 31st, 1878....	1,390 00
Total.....	\$12,257 91

BOOK FUND.

Receipts:

Books lost and paid for.....	\$ 28 25
" sold	50
Periodicals	24 00
Binding.....	11 81
Collection of Duplicates	515 55
Medical Society Memberships.....	75 00
School Board Appropriations	4,000 00
General Fund, Amount tranf'd by order of Board	500 00
<hr/>	
Total Receipts.....	\$5,155 11
Balance in Treasury, January 1st, '78.....	304 01
Contingent Fund,	
Amount overdrawn, December 31st, 1878....	24 41
<hr/>	
Total.....	\$5,483 53

Expenditures:

Books	\$2,283 41
Periodicals.....	943 17
Binding.....	842 34
Catalogues	670 90
Collection of Duplicates.....	257 44
<hr/>	
Total Expenditures.....	\$4,997 26
Contingent Fund,	
Amount overdrawn, January 1st, 1878.....	9 20
<hr/>	
Total.....	\$5,006 46
Balance in Treasury, December 31st, 1878.....	477 07
<hr/>	
Total Expenditures.....	\$5,483 53

HISTORICAL TABLE.

Receipts and Expenditures from the beginning of the Library, November 1865, to December 31st, 1878.

RECEIPTS.	GENERAL FUND.										BOOK FUND.									TOTAL.
	Life Memberships.	Temporary Mem- berships.	Fines.	Exhibitions and Lectures.	Cash Donations.	Rent.	Stationery.	Henry Ames Fund and School Board Appropriations.	Total Gen'l Fund.	School Board Ap- propriations for Books, &c.	Collection of Du- plices.	Periodicals, paper sold, &c.	Books lost and paid for.	Books sold, &c.	Catalogues sold.	Binding.	Medical Society.	Total Book Fund.		
Nov. '65-Dec 31, '66 (14 months).	5,832.00	2,611.00	169.20	4,398.15	1,730.50	.....	.....	.....	14,741.35	.....	.....	.....	26.50	.....	59.00	.....	.....	85.80
Jan. 1, '67-Apr 30, '68 (16 months).	968.00	4,112.00	408.55	4,720.65	385.00	.....	.....	.....	10,602.20	5,000.00	.....	110.90	37.05	41.65	70.00	.....	.....	5,259.60
May 1, '68-May 1, '69	401.00	3,032.50	253.80	569.90	.....	25.00	.....	.....	4,292.20	.....	.....	24.50	23.60	.....	4.50	.....	.....	56.90
" '69 " '70	508.00	2,906.00	216.35	108.75	.50	.....	.....	7,915.60	11,655.20	.....	.....	7.50	19.50	.....	.....	.....	.....	27.00
" '70 " '71	628.00	3,249.00	253.65	.....	843.40	.....	.....	7,426.00	11,898.05	.....	.....	30.85	26.25	.....	63.70	.....	.....	125.80
" '71 " '72	532.00	4,421.50	328.20	1,068.65	9.55	.....	.....	5,900.00	12,254.90	.....	337.00	22.70	23.00	.....	88.90	.....	.....	471.60
" '72 " '73	508.00	4,308.00	494.40	.....	.....	.....	.....	5,900.00	11,210.40	.....	527.60	26.65	39.60	.....	75.45	.....	.....	689.80
" '73 " '74	785.00	3,508.00	431.25	.....	.....	.....	.....	5,900.00	10,684.25	.....	683.90	8.65	42.35	.....	59.00	.....	.....	793.90
" '74 " '75	864.00	3,129.00	440.25	.....	.....	.....	.....	5,900.00	10,333.25	4,500.00	478.25	12.50	37.15	.....	40.00	.....	.....	5,067.90
" '75 " '76	880.00	2,783.00	262.20	.....	15.00	.....	.....	5,900.00	9,290.20	6,500.00	478.45	137.80	25.25	.....	14.50	13.15	.....	7,164.15
" '76-Dec 31, '77 (8 months).	214.00	1,608.00	223.10	.....	.....	.....	.....	4,000.00	6,033.10	4,000.00	371.25	.....	25.30	.....	17.50	1.05	.....	4,415.10
Jan. 1, '77-Dec 31, '77	404.00	2,225.00	548.44	.....	.....	1.70	.....	5,900.00	9,079.14	6,000.00	579.50	5.85	80.60	.....	.....	.....	.....	6,712.15
" '78 " '78	642.00	2,120.00	648.91	.....	.....	.....	.....	7,400.00	10,810.91	4,500.00	515.55	24.00	28.25	.50	.....	.....	.....	5,155.11
TOTAL.....	12,669.00	89,981.50	4,736.30	10,866.10	2,463.95	25.00	1.70	62,141.60	132,836.16	180,600.00	3,066.80	411.70	384.70	42.15	501.55	28.71	171.00	36,004.31		
																		168,879.46		

168,876.46

HISTORY

Receipts and Expenditures from the beginning

GENERAL FUND.											
EXPENDITURES.		Salaries.	Expenses.	Postage.	Stationery and Blank Books.	Printing and Ad-vertising.	Furniture and Fixtures.	Insurance.	Exhibitions and Lectures.	Interest and Dis-count.	Fuel and Light.
Nov. '65-Dec. 31, '66. (14 months)		2,374.58	1,539.04	65.54	544.50	276.70	2,211.52	4.00	972.40	6.40	279.8
Jan. 1, '67-Apr. 30, '68. (16 months)		3,604.67	1,643.67	59.46	269.10	63.38	186.00	57.25	4,185.85	79.47	1071.1
May 1, '68-Apr. 30, '69		2,711.25	547.76	31.57	74.40				694.15		98.0
" '69 "	'70.	3,910.18	420.65	24.75	406.10	190.75	87.00		621.00	4.24	
" '70 "	'71.	4,249.15	239.65	55.83	105.55	234.66				23.59	
" '71 "	'72.	4,765.95	281.65	54.79	485.11	177.75			1,111.50	16.26	
" '72 "	'73.	6,090.15	221.50	31.74	243.75	63.40					
" '73 "	'74.	7,057.10	173.45	32.62	304.10	162.25	38.00				
" '74 "	'75.	8,986.80	428.75	18.40	447.77	139.83					
" '75 "	'76.	8,046.80	814.91	16.50	494.70	168.50	117.00			4.55	
" '76-Dec. 31, '76. (8 months)		5,073.90	296.31	13.40	233.05	71.00	39,49,200.00				
Jan. 1, '77-Dec. 31, '77.		7,011.85	399.49	52.45	323.46	31.40	249.51	217.50			
" '78 "	'78.	7,456.50	359.24	69.10	314.71	45.58	1,510.31	312.50			
TOTAL		71,844.88	7,386.10	526.15	4,206.36	1,680.08	4,468,837.91	25	7,585.50	131.51	1,449.0

HISTORICAL TABLE.

Receipts and Expenditures from the beginning of the Library, November 1865, to December 31st, 1878.

RECEIPTS.	GENERAL FUND.							BOOK FUND.							TOTAL.				
	Life Memberships.	Temporary Mem- berships.	Fines.	Exhibitions and Lectures.	Cash Donations.	Rent.	Stationery.	Henry Ames Fund and School Board Appropriations.	Total Gen'l Fund.	School Board Ap- propriations for Books, &c.	Collection of Du- plices.	Periodicals, paper sold, &c.	Books lost and paid for.	Books sold, &c.		Catalogues sold.	Binding.	Medical Society.	Total Book Fund.
Nov. '65-Dec 31, '66 (14 months).	5,832.00	2,611.50	169.20	4,398.15	1,750.50	.....	.....	.....	14,741.35	.....	.....	.....	26.50	.....	59.00	.....	.....	85.80	14,827.15
Jan. 1, '67-Apr 30, '68 (16 months).	986.00	4,112.00	408.55	4,720.65	335.00	.....	.....	.....	10,602.20	5,000.00	.....	110.90	37.05	41.65	70.00	.....	.....	5,259.60	15,861.80
May 1, '68-May 1, '69	401.00	3,032.50	253.80	569.90	.....	25.00	.....	.....	4,292.20	.....	.....	24.80	23.60	.....	4.50	.....	.....	56.90	4,339.10
" '69 " '70	508.00	2,906.00	216.35	106.75	.50	.....	.....	7,915.60	11,635.20	.....	.....	7.50	19.50	.....	.....	.....	.....	27.00	11,682.20
" '70 " '71	628.00	3,249.00	253.65	.....	343.40	.....	.....	7,426.00	11,888.05	.....	.....	30.85	23.25	.....	68.70	.....	.....	125.80	12,023.85
" '71 " '72	539.00	4,421.50	326.20	1,068.65	9.55	.....	.....	5,900.00	12,254.90	.....	.....	337.00	22.70	.....	88.90	.....	.....	471.60	12,736.50
" '72 " '73	503.00	4,306.00	494.40	.....	.....	.....	.....	5,900.00	11,210.40	.....	.....	527.60	26.65	89.50	75.45	.....	.....	669.90	11,879.70
" '73 " '74	785.00	3,508.00	431.25	.....	.....	.....	.....	5,900.00	10,684.25	.....	.....	683.90	8.65	42.35	59.00	.....	.....	793.90	11,478.15
" '74 " '75	864.00	3,129.00	440.25	.....	.....	.....	.....	5,900.00	10,333.25	4,500.00	478.25	12.50	37.15	.....	40.00	.....	.....	5,067.90	15,401.14
" '75 " '76	880.00	2,783.00	262.20	.....	15.00	.....	.....	5,900.00	9,290.20	6,500.00	473.45	137.80	25.25	.....	14.50	13.15	.....	7,164.15	16,454.35
" '76-Dec 31, '77 (8 months).	314.00	1,606.00	233.10	.....	.....	.....	.....	4,000.00	6,053.10	4,000.00	371.25	.....	25.30	.....	17.50	1.05	.....	4,415.10	10,468.20
Jan. 1, '77-Dec 31, '77 (8 months).	404.00	2,225.00	548.44	.....	.....	.....	1.70	5,900.00	9,079.14	6,000.00	579.50	5.85	30.60	.....	.....	.70	96.00	6,712.15	15,791.28
" '78 " '78	642.00	3,120.00	618.91	.....	.....	.....	.....	7,400.00	10,810.91	4,500.00	615.55	24.00	28.25	.50	.....	11.81	75.00	5,155.11	15,963.02
TOTAL.....	12,669.00	39,961.50	4,736.30	10,868.10	2,468.95	25.00	1.70	62,141.60	132,835.15	30,500.00	3,966.50	411.70	384.70	42.15	501.55	236.71	171.00	36,004.31	168,870.46

HISTORY

Receipts and Expenditures from the beginning

GENERAL FUND.										
EXPENDITURES.	Salaries.	Expenses.	Postage.	Stationery and Blank Books.	Printing and Advertising.	Furniture and Fixtures.	Insurance.	Exhibitions and Lectures.	Interest and Discount.	Fuel and Light.
Nov. '65-Dec. 31, '66. (14 months)	2,374.58	1,539.04	65.54	544.50	276.70	2,241.52	4.00	972.40	6.40	279.8
Jan. 1, '67-Apr. 30, '68. (16 months)	3,604.67	1,643.67	59.46	269.10	63.85	186.00	57.25	4,185.85	79.47	1071.1
May 1, '68-Apr. 30, '69.	2,711.25	547.76	31.57	74.40	.....	.....	.....	694.15	.....	98.0
" '69 "	3,910.18	420.65	24.75	406.10	190.75	87.00	.....	621.00	4.24	.....
" '70 "	4,249.15	239.65	55.83	105.55	234.60	.....	.....	.....	23.59	.....
" '71 "	4,765.95	231.65	54.79	485.11	177.75	.....	.....	1,111.50	16.26	.....
" '72 "	6,096.15	221.50	31.74	243.75	63.40	.....	.....	.....	.....	.....
" '73 "	7,057.10	173.45	32.62	304.10	162.25	38.00	.....	.....	.....	.....
" '74 "	8,936.80	428.75	18.40	447.77	130.83	.....	.....	.....	.....	.....
" '75 "	8,046.80	814.91	16.50	494.76	168.50	117.00	.....	.....	4.53	.....
" '76, Dec. 31, '76. (3 months)	5,073.90	296.31	13.40	233.05	71.00	39.49	200.00	.....	.....	.....
Jan. 1, '77-Dec. 31, '77.	7,011.85	399.49	62.45	323.46	31.40	249.51	217.50	.....	.....	.....
" '78 "	7,456.50	359.24	69.10	314.71	45.55	1,510.31	312.50	.....	.....	.....
TOTAL.....	71,844.88	7,386.10	528.15	4,303.36	1,630.08	4,463.63	731.25	7,635.50	131.51	1,449.0

TOTAL.

40	14,827.15
40	15,881.30
40	4,339.10
40	11,682.20
40	12,022.86
40	12,726.50
40	11,879.70
40	11,478.15
40	15,401.14
15	18,454.35
10	10,468.20
15	15,791.28
11	15,985.02
31	168,879.46

*Receipts and Expenditures, November 1865 to December 31, 1878.**Receipts :*

Cash Donations.....	\$ 2,493.95
Life Memberships	12,669.00
Temporary Memberships.....	39,961.50
Fines.....	4,736.30
Exhibitions and Lectures.....	10,866.10
Collection of Duplicates.....	3,966.50
Periodicals sold.....	411.70
Books lost and paid for or sold.....	426.85
Catalogues sold.....	501.55
Stationery sold	1.70
Binding paid for.....	26.71
Rent.....	25.00
Medical Society.....	171.00
Henry Ames Fund and School Board Appropriations.....	92,641.60
Total Receipts.....	<u>\$168,899.46</u>

CONTINGENT FUND,

Am't overdrawn, Gen'l Fund, Dec. 31, '78....	\$29.50	
" " Book Fund, " "	24.41	53.91
		<u>\$168,953.17</u>

Expenditures.

Salaries.....	\$71,344.88
Books.....	34,764.46
Periodicals.....	11,020.11
Binding.....	12,191.82
Collection of Duplicates.....	3,104.63
Expense.....	7,386.10
Stationery and Blank Books.....	4,306.36
Furniture and Fixtures.....	4,468.83
Printing and Advertising....	1,630.08
Exhibitions and Lectures.....	7,585.50
Catalogues.....	5,521.20
Fuel and Light.....	1,449.05
Insurance.....	791.25
Inventory Expense.....	726.92
Postage.....	526.15
Interest and Discount.....	134.51
Taxes.....	27.50
Profit and Loss.....	106.95
Total Expenditures.....	\$167,086.30

Balance in Treasury, *December 31st, 1878:*

General Fund.....	\$1390.00	
Book Fund.....	477.07	1867.07
Total.....		\$168,953.37

Tables showing the work done in the cataloguing department have been prepared and will be found in the Librarian's report.

Respectfully submitted,

FRED. J. SOLDAN,

Actuary.

BROADWAY SAVINGS BANK, }
St. Louis, January 9th, 1879. }

To the Board of Managers, St. Louis Public School Library:

GENTLEMEN:—

The undersigned, your Treasurer, respectfully presents the following report for the year 1878.

GENERAL FUND.

BALANCE in Treasury, Jan. 1st.....	\$ 901.40
Am't dep. by <i>Actuary</i> , Publ. Sch. Lib'y..	\$3,410.91
“ “ “ <i>Secret'y</i> , B'd Publ. Schools.	7,900.00 11,310.91
TOTAL.....	\$12,212.31
PAID OUT ON WARRANTS.....	\$10,822.31
BALANCE in Treasury, <i>December 31st</i> , 1878,.....	1,390.00
TOTAL.....	\$12,212.31

BOOK FUND.

BALANCE in Treasury, <i>January 1st</i> , 1878.....	\$ 304.01
Am't dep. by <i>Actuary</i> , Publ. Sch. Lib'y..	1,155.11
“ “ “ <i>Secret'y</i> , B'd Publ. Schools.	4,000.00 \$5,155.11
TOTAL.....	\$5,459.12.
PAID OUT ON WARRANTS.....	\$4,982.05
BALANCE in Treasury, <i>December 31st</i> , 1878,.....	477.07
TOTAL.....	\$5,459.12

Respectfully submitted, January 9, 1879,

J. PH. KRIEGER, Jr.,

Treasurer.



DISTRICT SCHOOLS.

During the past year our Kindergartens have had the inestimable benefit of Miss Blow's personal supervision. Their number has increased from thirty to forty one, and the enrollment of pupils from 3,333 to 5,359 for the year, with an average number belonging of 2,469. (The "number belonging" includes besides those in actual attendance who have not been absent for more than three days).

AGES.

There were enrolled :

in their 4th year	240
" " 5th "	1,404
" " 6th "	2,549
" " 7th "	1,027
" " 8th "	131
" " 9th "	8
Total.....	5,359

It was decided by the attorney of the board in a report, made March 12, 1878, that the constitutional limitation of "six and twenty-one years", as the ages of children for whom the legislature is required to provide "gratuitous instruction", excluded persons under six years and over twenty and that the board could not legally appropriate money for the education of children thus excluded from the school age. Accordingly the admission of children under six years has been discontinued.

ATTENDANCE AND PUNCTUALITY.

KINDERGARTENS.	ATTENDANCE.											TOTAL.	Not absent.	Not tardy.	Re-admitted.
	Attended 200 days.														
		180-200	160-180	140-160	120-140	100-120	80-100	60-80	40-60	20-40	1-20				
Ames, A. M.	7	17	11	5	8	12	6	16	10	27	119	90	65		
Ames, P. M.	3	15	7	5	4	8	12	16	14	38	122	105	43		
Bates, A. M.	8	7	3	3	6	7	15	17	27	13	114	85	99		
Bates, P. M.	6	6	5	2	8	15	12	23	9	63	108	70	63		
Blow, A. M.	2	8	12	9	6	13	12	23	23	42	150	79	82		
Carondelet, A. M.	15	5	5	10	9	7	9	15	10	61	146	129	67		
Carondelet, P. M.	6	6	7	4	5	8	5	9	31	20	101	81	95		
Carroll, A. M.	2	26	13	6	4	6	4	9	18	11	24	123	122		
Carroll, P. M.	9	22	2	10	7	7	10	19	15	37	133	141	47		
Clay, A. M.	7	6	7	9	3	6	10	13	24	28	113	97	75		
Clay, P. M.	8	5	1	7	5	6	13	21	17	36	119	112	150		
Clinton, A. M.	1	12	19	3	2	9	6	13	21	19	123	76	63		
Clinton, P. M.	4	3	6	3	9	9	6	13	20	19	123	79	52		
Divoll, A. M.	15	20	4	12	9	13	8	16	25	8	151	75	75		
Divoll, P. M.	1	16	20	6	8	11	18	10	26	9	126	56	56		
Eliot, A. M.	5	23	6	8	8	15	15	22	12	15	129	49	17		
Eliot, P. M.	9	7	10	6	10	4	13	16	20	43	138	121	53		
Everett, A. M.	2	12	12	5	8	9	11	20	11	32	138	111	56		
Everett, P. M.	4	10	13	5	12	10	9	16	13	13	105	93	23		
Franklin, A. M.	7	16	14	7	13	14	12	17	15	21	129	100	53		
Franklin, P. M.	7	4	8	3	4	5	15	12	13	30	104	78	76		
Hamilton, A. M.	7	3	11	3	6	13	24	28	46	49	190	65	57		
Hamilton, P. M.	4	7	5	7	11	13	20	25	33	41	166	81	39		
Humboldt, A. M.	1	20	10	2	5	4	7	7	11	9	40	116	110		
Humboldt, P. M.	13	5	4	10	1	6	11	19	18	22	109	108	38		
Jackson, A. M.	5	4	5	5	3	6	8	29	22	29	116	98	44		
Jefferson, A. M.	14	9	10	11	9	9	12	19	8	12	113	58	58		
Jefferson, P. M.	2	8	7	8	10	6	22	29	22	32	146	86	86		
Madison, A. M.	9	11	10	12	14	10	19	22	19	30	156	145	48		
Madison, P. M.	12	7	9	12	14	11	13	15	22	41	156	137	52		
O'Fallon, A. M.	7	10	6	7	7	11	16	10	19	29	122	89	63		
O'Fallon, P. M.	7	11	4	6	9	9	16	10	21	28	121	97	82		
Peabody, A. M.	4	13	12	11	8	4	15	23	19	31	140	78	80		
Peabody, P. M.	11	15	6	7	9	7	6	14	15	32	122	96	67		
Pope, A. M.	}	11	20	16	33	14	36	32	33	19	224	193	86		
Pope, P. M.		7	2	4	5	3	3	6	7	10	50	50	41		
Rock Spring, A. M.	2	10	20	13	10	7	8	10	17	20	45	115	58		
Stoddard, A. M.	1	12	18	13	14	10	10	10	13	24	165	124	70		
Stoddard, P. M.	1	13	14	20	30	8	8	8	10	6	166	144	72		
Webster, A. M.	1	14	20	15	18	30	10	8	8	4	20	147	133		
Webster, P. M.	1	14	20	15	18	30	10	8	8	4	20	147	133		
Total	83	353	425	336	339	342	372	500	692	683	1201	5276	33	3681	1483

ENROLLMENT AND ATTENDANCE FOR THE YEAR 1877-78.

KINDERGARTENS.	No. Teachers.	Enrolled.			Ave. No. Belonging.	Ave. Daily Attend'ce.	Per Cent. of Attend'ce
		Girls.	Boys.	Total.			
Ames, a. m.	5	75	40	115	63	43	68
Ames, p. m.	5	70	52	122	53	40	75
Bates, a. m.	6	86	64	150	62	52	84
Bates, p. m.	4	65	43	108	52	47	90
Blow, a. m.	4	78	63	141	51	42	82
Carondelet, a. m.	5	79	67	146	55	46	83
Carondelet, p. m.	2	58	43	101	37	27	73
Carroll, a. m.	6	71	52	123	68	65	95
Carroll, p. m.	5	72	68	140	67	56	83
Clay, a. m.	7	65	62	127	53	45	85
Clay, p. m.	5	75	46	121	52	41	80
Clinton, a. m.	4	69	61	130	67	56	83
Clinton, p. m.	4	65	34	99	41	35	88
Divoll, a. m.	7	69	79	148	75	65	86
Divoll, p. m.	4	71	55	126	73	64	86
Eliot, a. m.	5	54	75	129	65	58	90
Eliot, p. m.	5	71	67	138	54	41	76
Everett, a. m.	5	79	63	142	60	54	90
Everett, p. m.	5	68	37	105	68	59	86
Franklin, a. m.	6	55	74	129	63	52	82
Franklin, p. m.	4	53	51	104	42	35	83
Hamilton, a. m.	5	127	68	190	62	54	87
Hamilton, p. m.	4	97	69	166	64	52	81
Humboldt, a. m.	6	69	60	129	63	56	90
Humboldt, p. m.	4	61	51	112	52	43	83
Jackson, a. m.	3	62	54	116	63	55	87
Jefferson, a. m.	3	52	64	116	59	51	86
Jefferson, p. m.	5	85	62	147	54	48	89
Madison, a. m.	5	72	84	156	67	58	86
Madison, p. m.	4	87	69	156	64	52	81
O'Fallon, a. m.	5	78	44	122	56	48	86
O'Fallon, p. m.	4	76	45	121	48	40	83
Peabody, a. m.	6	88	54	142	62	52	84
Peabody, p. m.	5	86	36	122	63	55	87
Pope, a. m.	11	114	110	224	132	104	80
Pope, p. m.							
Rock Spring, a. m.	2	20	30	50	21	14	66
Stoddard, a. m.	9	88	75	163	92	78	85
Stoddard, p. m.	6	94	69	163	79	65	82
Webster, a. m.	4	93	80	173	75	67	89
Webster, p. m.	3	55	92	147	72	62	86
Total.....	199	2952	2407	5359	2469	2077	84

I have discussed in former reports the rationale of the Kindergarten and its course of study. In my last report I collected the reports of teachers as to its educational results.

I have found in every respect that the anticipations of its friends have been confirmed as to the general development of the pupils into habits of neatness, politeness, industry, quick attention, and the formation of skill in the use of the hand and eye. I regret therefore very much that the limitation of school age prevents us from receiving pupils in their fifth and sixth years—the age best suited for this species of instruction, so important in a city.

As to the question “who patronize the Kindergarten?” I refer to the tables, showing enrollment and attendance, for the answer. Nineteen of the kindergartens are located in districts where they receive only the children of the poorest classes of people. These nineteen enrolled 2,687 pupils of the 5,359.

(As this report goes to press the experiment of uniting kindergarten work with primary work, is in successful progress. The children of the first year in the course of study take primary instruction for one half of the day and kindergarten instruction for the other half. Those who attend the primary school in the morning attend the kindergarten in the afternoon—the kindergarten pupils of the morning going to the primary school in the afternoon.)

COLORED SCHOOLS.

During the past year an experiment has been in progress in our colored schools. Colored teachers were engaged at the beginning of the year for the majority of them. The result has been in every way favorable. The attendance has increased forty per cent. on the number enrolled in these schools last year.

COURSE OF STUDY AND TEXT BOOKS

WITH

TABULAR VIEWS.

- I. Tabular View of Course of Study in District Schools.**
- II. Remarks on the Course of Study.**
- III. Oral Lessons in Natural Science.**
- IV. Course of German Instruction.**
- V. Course of Study in Normal School.**
- VI. Course of Study in High School.**
- VII. Text Books used in the Public Schools.**

TABULAR VIEW OF STUDIES IN THE DISTRICT SCHOOLS,

Showing the Time of talking up each Book, and the Time allotted to it.

[illegible]

COURSE OF STUDY FOR THE NINTH YEAR OR GRADE, BY QUARTERS.

NINTH GRADE.	Ist QUARTER.	IInd QUARTER.	IIIrd QUARTER.	IVth QUARTER.
Algebra..... (5 hours per week.)	Page 60 (Omit Articles 62	95 +77+138+139+163-170 +180+209+217 to 223 to	155 234 to 243 (inclusive.)	215
English Analysis..... (elective.) (5 hours.)	Page 102	165	202	226
Latin Grammar..... Latin Exercises. (5 hours.)	Page 12 " 177	18 190	87 199	40 209
Drawing..... (2 hours.)	Perspective.	Drawing from models.	Applied design and colors.	Applied design and colors.
German (elective.)..... (5 hours.)	Page 44.	65	101	124
Rhetoricals..... (5 hours.)	Introduction to Randall's Elocu- tion. Capital letters. Key to Webster's Dictionary.	Reading Sounds. Punctuation and Essay writing. Figures of Rhetymology.	Sounds, Punctuation and Essays. Figures of Syntax. Readings of Rhetoric.	Drill on Sounds. Reading. Punc- tuation and Essays. Figures of Rhetoric.
Arithmetic..... (1 hour.)	Metric System.	Involution and Evolution.	Evolution.	Mensuration.
Physical Geography.. (1 hour.)	Botanical Geography.	Zoological Geography.	Ethnography.	Review.

REMARKS TO TEACHERS

ON

THE COURSE OF STUDY.

The Course of Study exhibited in the following scheme receives slight modification from year to year, to adapt it to the actual average results attained. The following remarks and cautions are to be borne in mind while consulting it:

I. It is not intended as a fixed standard which all schools and classes are forced to follow. It does, however, represent the fair average labor of classes in the District Schools.

II. Schools in the centre of the city can perhaps do a little more than the amount laid down in the quarter, while those in the suburbs, where classification is imperfect and attendance irregular, may not be able to do so much.

III. If a teacher is not able to take her class over so much work as is laid down in the tabular view for a quarter, and do this thoroughly in ten weeks, it should be sufficient reason for an investigation on her part into the reasons therefor; so, if the contrary occurs, and more work is done than is laid down for the time. Classes are not of uniform capacity; neither do all teachers possess the experience and judgment requisite to assign lessons of proper length. The tabular view will assist such in regulating the daily tasks.

IV. Teachers in the same grade should make frequent comparison of their results with those obtained by others. The two visiting days allowed by the Board, if used by teachers in examining departments of the same grade, will furnish valuable information respecting methods of attaining to the requisite thoroughness.

V. This comparison of results, and the securing of uniformity in the sets of text-books used by pupils who are transferred from one school to the same grade in another, are the chief advantages expected to be derived from grading and fixing the course of study. It furnishes a convenient scale of thirty-two degrees, upon which are classified the pupils of our schools. Any grade may begin at any time in the year if a class is ready to enter it; no class need wait till the end of the quarter to commence another quarter's work if they are prepared for it.

That there should be uniformity in respect to the degree of progress required in other branches at the period of taking up any given study, is too obvious to need discussion.

LANGUAGE.

FIRST YEAR OR GRADE.

READING. *1st quarter (of ten weeks).* Phonetic Primer, to page 25. *2d quarter:* Primer finished; punctuation marks carefully taught as they occur in the reading lessons. *3d quarter:* First Reader to page 68. *4th quarter:* First Reader, completed.

SPELLING. *1st quarter:* by sounds exclusively for first three weeks; by sounds and names of letters afterwards. *2d quarter:* each word in the lesson spelled by sound and by name of letter; silent letters always designated by the pupil. *3d and 4th quarters:* the same.

WRITING. *1st quarter:* printing of phonetic characters and no script. *2d quarter:* writing of script on slate begun; printing discontinued. Each pupil taught to write his name correctly with a pencil as soon as possible after entering school. Words and sentences from the reading lessons should be neatly and accurately written upon the board for the pupils to copy.

SECOND YEAR OR GRADE.

READING. *1st quarter:* Second Reader to page 75. *2d quarter:* Second Reader completed. *3d quarter:* Third Reader to page 42; the introductory lessons on punctuation should be thoroughly learned. *4th quarter:* pages 43—84. The

teacher should make it an invariable practice to question her pupils on the contents of the lesson at the beginning of the recitation, and any pertinent remarks or stories illustrative of the characters, objects or incidents treated of should be introduced in the course of the recitation. Care should be taken, however, to call up the illustrations in subsequent lessons, and require the pupils to give an account of them.

SPELLING. By sounds and names of letters, designating silent letters as in previous grade.

WRITING. Script writing on slate continued. All the small letters and capitals taught. Pupils should be required to copy upon their slates, daily, portions of their reading lessons, giving attention to the style of writing and to the use of capitals and punctuation marks. Exercises with a view to teach correct use of capitals, especially the capital I, the capitals in *proper names* and at the *beginning of sentences*.

THIRD YEAR OR GRADE.

READING. *1st quarter:* Third Reader to page 128. *2d quarter:* pages 129—175. *3d quarter:* pages 176—192. *4th quarter:* Third Reader completed; the exercises in spelling, definition and pronunciation at the beginning of each lesson should be thoroughly learned. Same general directions as in previous grade.

SPELLING, by sound and by letter, with designation of silent letters as in previous grades. The words to spell should be selected chiefly from the reading lessons. Whenever a new or difficult word is encountered in any lesson, oral or otherwise, it should be written on the board, and the pupils required to copy it.

WRITING. Copy-book No. 1 (shorter course) taken up in the first quarter and continued through the grade. No. 1 tracing-book (shorter course) may be used before the copy-book is taken up, or in connection with the copy-book. Dictation exercises once per week for the sake of teaching a correct use of capitals, punctuation, indenting at the beginning of a sentence, proper margin to be left, etc. A portion of the reading lesson, each day, should be written upon the slate, by pupil.

FOURTH YEAR OR GRADE.

READING. *1st quarter:* Fourth Reader to page 40. *2d quarter:* same Reader continued to page 91. *3d quarter:* same reader to page 134. *4th quarter:* same reader to page 171. Continual reference should be made in each lesson in this reader to the treatise on marks and pauses, pages 8 and 9; also to exercise V, pages 24—28, errors in pronunciation; accent and inflection, pages 29—30, should be mastered and applied to each lesson; the exercises in spelling, definition and pronunciation at the beginning of each lesson should be thoroughly learned. Constant attention to punctuation, accent, inflection, emphasis, and correct pronunciation. Definitions and illustrations of new or difficult words (required in the pupil's own language). Explanations of historical, biographic or scientific allusions to be given by the teacher, and reviewed in subsequent recitations.

SPELLING, by sound and by name of letter, with designation of silent letters, as in previous grades. The spelling book taken up. Only the words printed in italics in the exercises of the book used for spelling purposes, except a dictation exercise once per week, in which the pupil writes whole sentences. The words of the reading lesson to be spelled orally in connection with the reading lesson, as before; the lesson from the speller to be written. New or difficult words occurring in any lesson (especially geography, arithmetic, or natural science) to be written on the board and copied by the pupils. See tabular view.

WRITING. Copy-book No. 2 (shorter course). Tracing-book No. 2 may be used with the copy-book. In the dictation exercise above alluded to, the use of capitals, punctuation, etc., should be carefully criticised.

ORAL GRAMMAR. Distinctions of subject and predicate, noun and verb, in simple sentences taught in connection with the reading lesson. The rules for the use of capitals should be learned and applied in the reading lessons, and in all written work.

FIFTH YEAR OR GRADE.

READING. *1st quarter:* Fourth Reader, to page 208. *2d quarter:*

Fourth Reader finished. *3d quarter:* Fifth Reader, to page 77. *4th quarter:* to page 134. Constant attention paid to punctuation, accent, inflection, emphasis and correct pronunciation. One lesson per week devoted to the elocutionary exercises on pages 9—36 of the Fifth Reader, especially to the correct rendering of the passages there given, but not to the memorizing of the definitions and rules. In this grade more should be required of the pupil in the matter of explaining historical, biographical, scientific, and other allusions in the reading lesson. But the teacher should explain freely, as in the previous grade, requiring the pupil to reproduce the explanations given in subsequent recitations.

SPELLING, by sound and by name of letter, with designation of silent letters in the short oral spelling lesson that should still accompany the reading lesson (including the words defined at the beginning and those marked thus †). But written spelling lessons should be taken from the spelling book; words selected from the sentences given to illustrate the meaning. A dictation exercise once per week. Difficult words that occur in arithmetic, geography, or natural science to be noted and written on the board and spelled once per week. See tabular view for amount gone over.

ORAL GRAMMAR. The modifiers of the subject and predicate; the adjective, adverb, and the pronoun; correction of errors in speech or writing. The rules for the use of capitals frequently given in connection with the reading lesson and in all written exercises the correct use of capitals must be regarded. Frequent application of the rules for punctuation in connection with the reading lessons; giving only such as can be applied with the knowledge that the pupil already possesses of the parts and construction of sentences.

WRITING. Copy-book No. 3 (shorter course). Tracing-book No. 3 may be used with the copy-book.

COMPOSITION, LETTER-WRITING, &c. Require the pupils to copy the different forms of notes (of invitation, acceptance, &c.) and also superscription of envelopes, and after the technical terms ("address," "subscription," "superscription," "date," &c.) are well understood, let each pupil compose

and present a note or letter of his own in illustration of each form given in Patterson's (or Dinsmore's) "Complete Composition Book" (pp. 6 & 7). The work in this should come in the second quarter of the year, so that each pupil is prepared to perform this species of work at the regular semi-annual examination.

SIXTH YEAR OR GRADE.

READING. *1st quarter:* Fifth Reader, to page 184. *2d quarter:* to page 231. *3d quarter:* to page 283. *4th quarter:* to page 338. One lesson per week should be devoted to the elocutionary exercises (page 9 to 36), especially to the acquirement of the principles there laid down. Same general directions as in the previous grade.

SPELLING by sound and name of letter, with designation of silent letters in the oral spelling lessons that should precede the reading lesson. The words defined at the beginning of the lesson and the words throughout the reading lesson that are marked with a † should be spelled. Written Spelling lessons from the spelling book; words selected from the sentences there given to illustrate the meaning. *1st quarter:* to page 90. *2d quarter:* to page 130. *3d quarter:* to page 137, including all of the "words difficult to spell." *4th quarter:* to page 177, omitting all except pages 148 to 154, and 162 to 167, and 173 to 177. The pupils should learn to spell or write out the full word when the teacher gives out the abbreviation, and to spell and translate the foreign words and phrases. A dictation exercise should be given once in two weeks or oftener. Difficult words that occur in arithmetic, geography, grammar, or natural science should be noted and written on the blackboard and spelled once per week.

ORAL GRAMMAR. *1st quarter:* number, person, gender and case of nouns and pronouns. *2d quarter:* number, person, voice, tense, mode, and form of the verb. *3d quarter:* adjectives and adverbs, comparison, prepositions, conjunctions and interjections. *4th quarter:* syntax; agreement of the verb, of the relative pronoun, of the possessive and objective cases; classes of sentences. Use Greene's First Lessons

for material and method. Frequent exercises on the use of capital letters and punctuation marks as in 5th grade.

WRITING. Copy-book No. 4 (shorter course) for *1st* and *2d* quarters and No. 5 for *3d* and *4th* quarters.

COMPOSITION, LETTER-WRITING, &c., same as in the 5th grade.

SEVENTH YEAR OR GRADE.

READING. *1st quarter:* Sixth Reader, pages 61—106, selections to be made and practiced thoroughly. The notices of authors given at the beginning of each lesson should be carefully learned. One lesson per week should be devoted to the chapter on articulation, in the principles of elocution, pages 15—60. *2d quarter:* pages 107—154; selections as before; one lesson per week on “inflections,” pages 23—39. *3d quarter:* pages 155—179; selections as before; one lesson per week on accent and emphasis, pages 39—45. *4th quarter:* pages 180—211; selections as before; elocution, one lesson per week; instructions for reading verse, pages 45—51.

WRITING. The boys are to use Copy-book No. 6 in this grade—the girls to use No. 8.

SPELLING, oral and written, with selected list of words; an exercise in defining, with use of dictionary, once in two weeks throughout the grade.

GRAMMAR. *1st quarter:* First lessons, pages 13—33, including elementary sounds, letters, syllables, classification of words, derivation and composition of words, prefixes (omitting pages 27 and 28), suffixes (omitting lesson IX). *2d quarter:* pages 34—49, including parts of speech, nouns, pronouns, number of the noun and pronoun, gender of the noun and pronoun, person of the noun and pronoun, case of the noun and pronoun, and adjective words. *3d quarter:* pages 50—65, including classes of verbs, auxiliaries; number, person, and voice of the verb; mode of the verb; participles; tense of the verb. *4th quarter:* pages 66—80, including conjugation, adverbs, prepositions, interrogatives and connectives. Frequent exercises during the year in the use of capitals and punctuation marks.

COMPOSITION, LETTER-WRITING, &c. Have the pupils copy the different forms of notes (of invitation, acceptance, &c.) and also superscription of envelopes and after the technical terms ("address," "subscription," "superscription," "date," &c.) are well understood, let each pupil compose and present a note or letter of his own in illustration of each form given in Patterson's (or Dinsmore's) "Complete Composition Book" (pages 6 and 7). Each pupil should be able to explain all of the business forms (pages 7 and 8 of "Dinsmore's Composition Book") and compose business letters and notes in accordance with the forms there given. The work in this should come in the second quarter of the year, so that each pupil is prepared to perform this species of work at the regular semi-annual examination.

EIGHTH YEAR OR GRADE.

READING. *1st quarter:* Sixth Reader continued: pages 212—262. Selections made from these pages and practised assiduously. Chapter V., on the voice, pages 51—57, studied. *2d quarter:* pages 263—331. Selections. Elocution; gestures; pages 57—59. *3d quarter:* pages 331—400. Selections: review of the elocution, pages 15—60. *4th quarter:* pages 401—460. Selections. All pieces too difficult for the classes to comprehend, or not adapted to interest them, should be omitted.

WRITING. The boys to use copy-book No. 7, and the girls to use No. 9 in this grade.

SPELLING, oral and written, from selected list. Exercise in defining, with use of dictionary, once in two weeks throughout this grade.

GRAMMAR. *1st quarter:* First lessons, pages 81—95, including the classification of sentences; objects, or things, and their attributes; assumed and predicated attributes; the simple sentence; and a thorough review of the classification of nouns and pronouns; the subject modified by inflections, and a review of number, gender, and person of the noun and pronoun. (Omit notes under Rule I, pages 93 and 94). Correct false syntax under Rule I. (For examples and model

see page 176. Additional examples should be given by the teacher.) *2d quarter*: pages 96—106, including the predicate modified by inflections; the predicate nominative; the predicate adjective; a review of the classification and comparison of adjectives, classification of verbs, number, person, voice, mode and tense; declarative, interrogative, imperative, or exclamatory sentences. (Omit notes 2, 3, 4 and 5 under Rule II.) Correct false syntax under Rules II and IV. (See pages 176 and 177. Additional examples should be given by the teacher.) *3d quarter*: pages 107—126, including the subject modified by the addition of a single word, the predicate limited by the addition of single words, interjections, and the case independent, complex and compound elements. Correct false syntax under Rules V, VI, VII, VIII, IX and XII. (See pages 177 and 178.) *4th quarter*: pages 127—139, including the subject modified by the addition of phrases, the predicate modified by the addition of phrases (time, place, cause and manner), complex and compound phrases, classes of interrogative sentences (direct, indirect). Correct false syntax under Rules XIII, XIV and XV. (See page 179.) Review of nouns, pronouns, adjectives and verbs, giving special attention to the formation of plurals, to possessives of nouns and pronouns and to voice, mode and tense of verbs. Frequent application of the rules for the use of capitals and punctuation marks in the reading and other lessons. Frequent exercises on the use of capitals and punctuation marks.

COMPOSITION, LETTER-WRITING, &c. same as in seventh grade.

NOTE.—For convenience and economy of time, pupils should be taught to express the relations of the parts of a sentence, by diagram, and not be required to write out the analysis of a sentence in full. It is recommended that the symbols given in "Green's New Analysis" be used to denote the elements of a sentence, and that the relations be expressed by the use of the brace S=subject, P=predicate, a=adjective element, v=adverbial, o=objective, 2 used as an exponent = phrase, or second class element. "The good boy gave the book to his teacher, yesterday":

Sim.	{	S=boy	{	the (a)	{	{	the (a)	{	his (a)			
Dec.			{	good (a)						{		
Sentence.		P=gave	{	book (o)		{	yesterday (v)					
				to teacher (ind. o')								

NINTH YEAR OR GRADE.

RHETORICALS. *1st quarter:* Complete the introduction to Randall's Elocution, and the key to Webster's Dictionary. Read selections. *2d quarter:* Drill on sounds; reading continued, punctuation and essay-writing begun (each pupil to write at least one essay per quarter). Figures of Etymology taught: Aphaeresis, Syncope, Apocope, Prosthesis, Epenthesis, Paragoge. *3d quarter:* Drill on sounds; readings continued, punctuation and essays continued, study of figures of Syntax: Ellipsis, Plonasm, Hyperbaton, Enallage. *4th quarter:* Drill on sounds, reading, punctuation and essays; study of figures of Rhetoric: Simile, Metaphor, Personification, Metonymy, Synecdoche; Review. Hart's Rhetoric is recommended for adoption as the standard of punctuation. During the course, pupils are to prepare sketches of the following authors: Shakespeare, Scott, Mrs. Browning, Irving and Bryant.

ANALYSIS. *1st quarter:* pages 1—102 ("Greene's Analysis of the English Language") including general divisions of discourse, form and state of the elements of the sentence. fundamental principles of the combination of elements, co-ordinate and subordinate relations and the modes of expressing relation; the proposition—predicative combinations—principal elements; modification of the subject or substantive; modifications of the predicate, or verb and attribute; adjective or attributive element; objective element. *2d quarter:* pages 103—165 including the adverbial element; interjections, and the case independent; complex elements; compound elements; nature and form of the phrase; the phrase used as a principal element; the phrase used as the adjective element; the phrase used as the objective element; the phrase used as an adverbial element; complex and compound elements.

3d quarter: pages 166—202 including the nature of subordinate clauses; subordinate clauses used as principal elements; subordinate clauses used as adjective elements; the subordinate clause used as the objective element; the subordinate clause used as an adverbial element; complex and compound elements containing clauses. *4th quarter:* pages 203—226 including contracted complex sentences, co-ordinate clauses, copulative co-ordinate clauses, adversative co-ordinate clauses, alternative co-ordinate clauses, causal co-ordinate clauses, co-ordination in general. *Review.*

LATIN.

NINTH YEAR OR GRADE.

ALLEN'S NEW LATIN METHOD.

- 1st quarter:* Translation: Exercises 1 to 8 incl. Pp. 169 to 177.
Grammar: Pp. 1, 2, 3, 4, 5, 6, 8, 10, 11, 24, 25 and 41 (I a, b, c); including *pronunciation* (Roman), *rules of quantity* (as found on page 2), *rules of accent* (page 2), *rules of gender* (page 2), *case forms*, *nouns of the 1st declension* (except Greek nouns), *nouns of the 2nd declension* (except Greek nouns), *questions* (pages 10 and 11, I a, b, c, d, e), *adjectives of the 1st and 2nd declensions*, *adverbs of the 1st and 2nd declensions* (page 41, I a, b, c), the verb "*sum*" and its compounds (except *possum* and *prosum*), in the Indicative and Imperative, *conjunctions* (page 11).
- 2d quarter:* Translation: Exercises 9 to 20 incl. Pp. 177 to 190.
Grammar: Pp. 7, 12, 13, 14, 15, 16, 17 and 18, including *nouns of the third, fourth and fifth declensions*, *adjectives with genitive in "ius"*, *adjectives of the third declension*, *adverbs of the third declension*, *regular comparison of adjectives and adverbs* (page 17), *irregular comparison of adjectives and adverbs* (page 17).
- 3d quarter:* Translation: Exercises 21 to 32 incl. Pp. 190 to 199 incl. Grammar: Pp. 18, 19, 20, 21, 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36 and 37, including *personal pronouns*, *demonstrative pronouns*, *relative and interrogative pronouns* (except compounds and correlatives and indefinite), *cardinals*

and ordinals, regular verbs of the four conjugations (including *sum* and compounds) in the *Active voice*, viz: Indicative and Subjunctive, Imperative, Infinitive, Participles, Gerunds and Supines.

4th quarter: Translation: Exercises 33 to 44 incl. Pp. 200 to 209 incl. Grammar: Pp. 30, 32, 33, 34, 35, 36, 37, 38 and 39, including the regular verbs of the four conjugations in the *Passive voice*, viz: Indicative, Subjunctive, Imperative and Infinitive. *Deponent verbs of the four conjugations* in all tenses, modes and voices; *irregular verbs*, viz: *possum*, *prosum*, *volo*, *nolo*, *malo*, *fero* and compounds, *fio* and *eo* with compounds.

ARITHMETIC.

FIRST YEAR OR GRADE.

NUMBERS. *1st quarter*: pupils taught to count and write numbers up to 25—keeping progress with the paging of their lessons in the Primer; to practice counting objects in the room. *2d quarter*: pupils taught to count as far as 100; also to practice according to the Grube method on numbers from 1 to 4, performing all the elementary operations—addition, subtraction, multiplication, division—upon these numbers until the pupil knows all the possibilities of combination with them. *3d quarter*: Roman notation as far as XXV—keeping progress with the numbers of the lessons in the First Reader; Arabic notation and numeration to 100; Grube method with numbers to 7. *4th quarter*: Roman notation as far as L; Arabic notation to 1000; Grube method with numbers to 10.

SECOND YEAR OR GRADE.

1st quarter: *1's and 2's.*

- (a.) 1. Add 1 to all integral numbers from 0 to 10.
2. Subtract 1 from all numbers less than 11.
3. Multiply 1 by all numbers from 1 to 10, inclusive.
4. Divide all numbers less than 11 by 1.
- (b.) 1. Add 2 to all numbers from 0 to 10.
2. Add column of 2's the sum of which shall not exceed 20.
3. Add column composed of 2's, except the first figure which shall be 1.

4. Add column composed of 0's, 1's and 2's written alternately or irregularly, the sum not to exceed 20.
5. Subtract 2 from all numbers less than 12.
6. Subtract by 2's from 20 to 0; from 19 to 1.
7. Multiply 2 by all numbers from 1 to 10 inclusive.
8. Divide all numbers less than 21, by 2.
15. Examples with applied numbers, within the above limit; pupils being required at times to compose practical problems.

2d quarter.

3's

1. Add 3 to all numbers from 0 to 10.
2. Add column of 3's; the sum of which shall not exceed 30.
3. Add column composed of 3's except the first figure which shall be 1 or 2.
4. Add column of 0's, 1's, 2's and 3's, written alternately or irregularly, the sum not to exceed 30.
5. Subtract 3 from all numbers less than 13.
6. Subtract by 3's from 30 to 0; from 29 to 2; from 28.
7. Multiply 3 by all numbers from 0 to 10 inclusive.
8. Divide all numbers less than 31 by 3.
9. Notation and numeration of numbers to the place of thousands.
10. Addition of numbers of not more than three places and composed only of 0's, 1's, 2's and 3's.
11. Subtraction with numbers of not more than three places, the subtrahend composed of 0's, 1's, 2's and 3's; the figures of the minuend to be equal to or greater in value than their corresponding figures in the subtrahend.
12. Multiplication of numbers: the multiplicand containing not more than three places and composed only of 0's, 1's, 2's and 3's; the multiplier to be a single figure and any one of the nine digits.
13. Divisions in which the dividend shall not contain more than four places, and the divisor shall be a single figure, either 1, 2 or 3, each figure in the dividend being exactly divisible by the divisor.
14. Special drill in writing halves and thirds.

15. Examples with applied numbers within the above limits; pupils being required at times to compose practical problems.

3d quarter:

4's.

1. Add 4 to all numbers from 0 to 10.
2. Add column of 4's, the sum of which shall not exceed 40.
3. Add column composed of 4's, except the first figure which shall be 1, 2 or 3.
4. Add column of 0's, 1's, 2's, 3's and 4's, written alternately or irregularly; the sum not to exceed 40.
5. Subtract 4 from all numbers less than 14.
6. Subtract by 4's from 40 to 0; from 39 to 3; from 38 to 2; from 37 to 1.
7. Multiply 4 by all numbers from 0 to 10.
8. Divide all numbers less than 41 by 4.
9. Notation and numeration to ten thousand.
10. Addition of numbers of not more than four places, and composed of 0's, 1's, 2's, 3's and 4's.
11. Subtraction with numbers of not more than four places; the subtrahend composed of 0's, 1's, 2's, 3's and 4's, and the minuend composed of any of the ten figures.
12. Multiplication of numbers: the multiplicand containing not more than four places and composed only of 0's, 1's, 2's, 3's and 4's; the multiplier being a single figure and any one of the nine digits.
13. Divisions in which the dividend has not more than four places and is composed of any of the ten figures; the divisor a single figure: 1, 2, 3 or 4.
14. Special drill on writing halves, thirds and fourths.
15. Examples with applied numbers.

4th quarter:

5's and 6's.

5's and 6's treated in the same manner as are the 4's in the work of the preceeding quarter.

Table of United States money.

Roman notation to C.

[illegible]

The numbers 1, 2, 3, &c., heading the paragraphs in the course, and also the numbers (1.), (2.), (3.), &c., heading the exercises given above, denote the successive steps in the work. To secure the desired result in this work the teacher must be sure that each step is absolutely mastered by the pupils before proceeding to the next.

Frequent reviews of previous work must also be made. Rapidity and accuracy in operations under the four fundamental rules of arithmetic, is the chief aim and object of the first four years of this course.

THIRD YEAR OR GRADE.

1st quarter: FIRST BOOK to page 67, including examples and exercises for written and oral work. 7's and 8's treated in the same manner as are the numbers of the second grade.

Addition and subtraction with numbers of not more than four places; subtrahend to contain no figure of greater value than eight.

Multiplication of numbers: the multiplicand containing no figure of greater value than eight, the multiplier being a single figure and any one of the nine digits.

Division of numbers: the divisor being a single figure and not greater in value than eight.

Write halves, thirds, &c., to eights.

Frequent review of previous work.

2d quarter: to page 85. 9's treated as are the numbers of the previous grade. Multiplication tables of 10's, 11's and 12's learned. Written and oral exercises as given in the book. Notation and numeration of numbers to millions.

Addition and subtraction of numbers of two periods.

Multiplication and division of numbers: the multipliers and divisors being limited to single figures.

Write halves, thirds, &c., to tenths.

Frequent drill in adding by 2's, 3's, &c.

3d quarter: to page 105, including oral and written exercises in addition and subtraction.

Define: sum, minuend, subtrahend and remainder.

Notation and numeration of numbers to millions.

Frequent drill on lessons LXXX and LXXXI, and frequent review of the multiplication table.

Practice adding columns of figures rapidly.

4th quarter: to page 128, including oral and written exercises in multiplication and division: multipliers and divisors containing not more than two figures.

Define: Multiplication, multiplicand, multiplier, product, factors; division, dividend, divisor and quotient.

Remainders in division expressed in fractional form.

Frequent drill on exercises given in lesson LXXX and LXXXI, also on adding columns of figures, and on the multiplication table: table of avoirdupois weight and table of linear measure.

FOURTH YEAR OR GRADE.

1st quarter: FIRST BOOK to page 149.

Reduction, addition and subtraction of fractions containing denominators not greater than sixteen.

Table of United States money with simple examples in addition, subtraction, multiplication and division of same.

Table of English money.

Practice adding columns of figures rapidly, and make frequent reviews of the multiplication table.

Frequent exercises in multiplying and dividing by numbers containing two figures.

2d quarter: to page 168.

Long measure, square measure, wood measure, liquid measure, dry measure, troy weight, apothecaries' weight, avoirdupois weight, including simple examples in reduction under each table.

Practice adding columns of figures rapidly and make frequent reviews of the multiplication table.

Frequent exercises in multiplying and dividing by numbers containing two figures.

3d quarter: COMPLETE ARITHMETIC, PART I, to page 35.

Notation and numeration; addition and subtraction, including practical examples in which dollars and cents are used.

Define: Unit, number, concrete number, abstract number, notation, numeration, addition, sum, equation, subtraction, minuend, subtrahend, remainder, parenthesis, vinculum.

Special attention given to exercises on pages 13 (adding by 2's, 3's, &c.), 14, 18, 19, 23 (subtracting by 2's, 3's, &c.) and 27. Practice adding columns of figures rapidly.

In the solution of problems under "Oral Exercises" correct forms of analysis should be required.

Forms of bills and receipts given by the teacher.

Synopsis for review used frequently.

4th quarter: to page 77.

Multiplication and division, including practical examples in which dollars and cents are used.

Define: Multiplicand, multiplier, product, factors; division, dividend, divisor, quotient, remainder. Learn multiplication tables to 20 times 20.

Special attention given to multiplication and division when there are ciphers at the right of the multiplier and divisor.

Correct forms of analysis in the solution of problems under "Oral exercises."

Frequent exercises in adding columns of figures rapidly.

Frequent use of synopsis for review.

NOTE —The chief aim up to this point in the course is to secure rapid and accurate work in the four fundamental rules. Other essential topics have been introduced, but the leading object of the work, above stated, must not be lost sight of.

FIFTH YEAR OF GRADE.

COMPLETE ARITHMETIC, PART I. *1st quarter:* to page 101.

Properties of numbers: integer, even number, odd number, prime number, composite number, factors, prime factors, exact divisors. (Omit paragraphs 159 & 160, page 79.)

Factoring: exponent, prime factors of numbers.

Common divisors: greatest common divisor.

Multiples: common multiple, least common multiple.

Cancellation; principles of.

Fractions: fractional unit, denominator, numerator, terms, proper fraction, improper fraction; mixed numbers; reciprocal of a fraction, general [principles of fractions. Frequent reviews of previous work and practice in adding columns of figures rapidly.

2d quarter: to page 124.

Reduction of fractions to higher terms; to lower terms. Reduction of integers and mixed numbers to improper fractions. Reduction of fractions to integers or mixed numbers. Reduction of fractions to equivalent fractions having a common denominator, or having the least common denominator.

Addition and subtraction of fractions.

Multiplication of fractions: when one factor is a fractional number; when both factors are fractional numbers.

In solving examples under "oral exercises" the pupil must be required to give correct form of analysis.

Frequent reviews of previous work, and practice in adding columns of figures rapidly.

3d quarter: to page 151.

Division of Fractions; when the divisor is an integral number, when the divisor is a fractional number.

Relation of Numbers: To find what part one number is of another, to find a number when a fractional part of it is given. Review of fractions.

Decimals: Notation and numeration, currency, decimal currency, legal currency, table of United States money.

Pupils required to give correct forms of analysis in solving examples under "Oral Exercises."

4th quarter: to page 185.

Reduction of Decimals: Reducing Decimals to units of a lower or higher order, reduction of decimals to common fractions, reduction of common fractions to decimals.

Addition, subtraction, multiplication and division of decimals. (Omit circulating decimals.)

Short methods: Finding the cost of a quantity when the price is an aliquot part of one dollar;

- Finding the quantity when the cost is given, and the price is an aliquot part of one dollar ;
- Finding the cost when the quantity and the price of 100 or 1000 are given ;
- Finding the cost, when the quantity and the price of a ton of 2000 pounds are given.
- Accounts, Bills and receipts.
- Frequent practice in adding columns of figures rapidly — and frequent review of previous work.

SIXTH YEAR OR GRADE.

COMPLETE ARITHMETIC, Part I. *1st quarter*: to page 204.

Review of common and decimal fractions.

Denominate numbers: Simple denominate numbers, compound denominate numbers ;

Measures of extension, Standard unit of measures of extension, linear measure, surveyor's linear measure, square measure, cubic and wood measure, with practice in reduction under each table ;

Measures of capacity: the units of capacity, liquid measure, apothecaries' fluid measure, dry measure with examples in reduction under each table.

Measures of weights: standard unit of weight, troy weight, apothecaries' weight, avoirdupois weight, with practice in reduction under each table.

Measures of time. Circular Measure and tables on *counting* paper and folding, with practice in reduction under each. Frequent reviews of previous work.

2d quarter: to page 225.

Measures of Value: Money, specie, paper money, United States money, Canada money, English money, French money, German money.

Reduction of denominate numbers: from higher to lower denominations, from lower to higher denominations.

Reduction of denominate fractions: from higher to fractions of lower denominations ; to integers of lower denominations ; from lower to fractions of higher denominations.

Reduction of compound denominate numbers to fractions of higher denominations.

3d quarter: to page 249.

Addition, subtraction, multiplication, and division of compound denominate numbers.

Finding the interval of time between two dates.

Longitude and time: to find the difference of longitude, when the difference of time is known; to find the difference of time when the difference of longitude is known. (Omit duodecimals.)

Measurements of rectangular surfaces: including glazings, stone cutting, plastering, paving, roofing and measurements of lands.

4th quarter: to page 265.

Measurements of rectangular solids: Finding the volume of a rectangular solid, estimating masonry, measurement of boards and timber; capacity of bins, cisterns, &c.

Comparative tables of measures of capacity, comparative tables of weights.

Review of the years work.

SEVENTH YEAR OR GRADE.

1st quarter: COMPLETE ARITHMETIC, PART II, to page 29.

Percentage: per cent., rate, base, amount, difference; the base and rate being given to find the percentage; the base and percentage being given to find the rate; the rate and percentage being given to find the base; the amount, or difference, and the rate being given to find the base.

Profit and Loss. Commission: Agent, principal, consignment, consignor, consignee, net proceeds, account sales, broker. Correct forms of analysis in "Oral exercises."

Frequent reviews.

2d quarter: to page 54.

Interest: principal, rate of interest, amount, legal interest,

usury; to find the interest or amount of any sum at any rate per cent., for any time; the interest, time, and rate given, to find the principal; the amount, rate, and time given, to find the principal; the principal, interest, and time given, to find the rate; the principal, interest, and rate given, to find the time. Compound interest. Annual interest.

Partial payments: indorsements, promisory note, maker or drawer, payee, indorser, face, negotiable note; U. S. Rule. The various forms for notes should be copied by the pupils and practiced upon until they become familiar.

3d quarter: to page 76.

Discount: present worth, true discount.

Bank Discount: bank bills or notes, days of grace, maturity, terms of discount, bank check, proceeds, protest; finding the bank discount and proceeds of a note; finding the face of a note when the proceeds and time are given.

Stocks: corporation, charter, capital stock, certificates of stock, share, par value, market value, premium, discount, brokerage, stock broker, installment, assessment, dividend, net earnings, bond, U. S. bonds, coupon, currency; finding the cost of stocks; finding the number of shares; finding the amount of investment; finding the rate per cent. of income realized.

4th quarter: to page 102.

Insurance: insurer or underwriter, policy, rate, premium, finding the premium, finding the rate of insurance, finding the amount of insurance. Life insurance.

Taxes: poll tax, property tax, real estate, personal property, assessor, collector, assessment roll, rate of property tax.

Exchange: domestic or inland exchange, foreign exchange, bill of exchange, set of exchange, sight draft or bill, time draft or bill, buyer or remitter, acceptance, par of exchange, course of exchange; finding the cost of sight or time draft; finding the face of a draft. (Omit paragraphs

702—711, including foreign exchange, and arbitration of exchange.) Review.

EIGHTH YEAR OR GRADE.

COMPLETE ARITHMETIC, part II. *1st quarter:* to page 123.

Custom-house business: custom-house, port of entry, clearance, a manifest, duties or customs, tariff, specific duty, ad valorem duty, gross weight or value, net weight or value; finding the duty.

Equation of payments: equated time, term of credit, average term of credit; finding the average term of credit; finding the equated time when the terms of credit begin at different dates. (Omit paragraphs 735—739, including averaging accounts.)

Ratio: sign, terms, antecedent, consequent, value of a ratio, simple ratio, compound ratio, reciprocal of a ratio; general principles of ratio.

2d quarter: to page 143.

Proportion: antecedents, consequents, extremes, means, principles of proportion.

Simple proportion, compound proportion, partnership: firm, company or house, capital, resources, liabilities, net capital; apportioning gains or losses according to capital invested; apportioning gains or losses according to amount of capital invested, and time it is employed.

3d quarter: Alligation medial, alligation alternate, problems on pages 150—154, arithmetical progression and annuities. (Omitting involution, evolution and geometrical progression.)

4th quarter: general review, including fractions, compound numbers, percentage and proportion.

NINTH YEAR OR GRADE.

1st quarter: Metric System. *2d and 3d quarters:* Involution and evolution, giving especial attention to square root.

4th quarter: Mensuration.

(One lesson each week.)

ALGEBRA.

NINTH YEAR OR GRADE.

RAYS PART SECOND. *1st quarter:* to page 60, including definitions and notation, addition, subtraction, multiplication, division, algebraic theorems derived from multiplication and division, factoring, greatest common divisor, and least common multiple, (omitting example 25, page 32; article 62; examples 11 and 12, page 37; article 77; and example 15, page 57). *2d quarter:* to page 95, including fractions; and equations of the first degree, containing but one unknown quantity (omitting examples 13 and 14, page 70; examples 15 and 16, page 71; examples 14 and 16, page 73; articles 138 and 139; examples 25, 26 and 27, page 87; examples 35, 38 and 39, page 88). *3d quarter:* to page 155, including equations of the first degree, containing two unknown quantities; equation of the first degree, involving three or more unknown quantities; formation of powers; extraction of roots; radicals, (omitting examples 16 and 17, page 100; examples 19 and 20, page 101; articles 163 to 170, inclusive; article 180, to middle of page 132; example 12, page 146). *4th quarter:* to page 216, including addition, subtraction, multiplication and division of radicals; powers, and roots of radicals; fractional exponents; simple equations of the second degree and equations of the second degree containing two unknown quantities (omitting articles 209 and 210 to page 165; examples 21, 22 and 23, page 171; articles 217 to 223, inclusive; examples 38, 39 and 40, page 188; articles 234 to 243, inclusive; example 22, page 214 and remainder of book).

GEOGRAPHY.

FIRST YEAR OR GRADE.

In the *3d* and *4th quarters* oral instruction should be given on place and direction, commencing with familiar localities, and gradually leading the pupil to the idea of a map and relative size and distance. The location of the school house, as de-

termed by the streets and blocks of the city, should be reduced to the form of a map and the pupils required to point out the parts of it and to give boundaries, points of compass, &c,

SECOND YEAR OR GRADE.

ORAL INSTRUCTION continued, with use of maps. *1st quarter:* locations; distances of familiar towns and cities. *2d quarter:* mountains, plains and rivers; location and extent. *3d quarter:* oceans and divisions of water; continents and divisions of land; *4th quarter:* shape of the earth, and principal political divisions of America and Europe. Careful selection made of the most important representative facts, and too many details avoided. First take America and teach the location of the different countries; next the states. Then Europe and its political divisions.

THIRD YEAR OR GRADE.

ORAL INSTRUCTION continued (with book of reference for the teacher). *1st quarter:* The technical terms used in describing the surface of the earth, including plains, deserts, oases, hills, mountains, volcanoes, valleys, springs, rivers, lakes, waterfalls, continents, islands, peninsulas, isthmuses, seas, gulfs, straits, oceans, maps, compass, shape of the earth, its size and motions, parallels, meridians, etc.; the greatest care taken to develop in the minds of the pupils clear conceptions of the meaning of the technical terms used in geography. Without a knowledge of the technics the pupils cannot acquire scientific information in geography; hence much oral instruction must be given with a view to making clear the various terms and teaching accurate definitions of them. In the previous grade the oral instruction was intended to give the pupil general impressions of the topics of geography; in this grade accurate knowledge should begin to take the place of general impressions. *2d quarter:* the technical terms used in describing climate, productions, and inhabitants, including climate, plants and animals of the different climates,

rac^{es} of men, states of society, occupations; description of the western and eastern hemispheres, the oceans, and North America. *3d quarter*: the map of North America, description and map of the United States, New England and Middle States. *4th quarter*: the description and maps of the Southern and Western States.

FOURTH YEAR OR GRADE.

1st quarter: COMMON SCHOOL GEOGRAPHY, to page 17, including definitions and illustrations of the elementary ideas of geography, mathematical, physical and political, as a preparation for the proper study of descriptive geography: (1st week) shape of the earth, proofs, motions of the earth (2d week) inclination of axis, points of compass, circumference, diameter; (3d week) circles of latitude and longitude, method of locating places, zones and their seasons, day and night; (4th week) maps, globes, charts and their use; (5th week) divisions of land and its surface; (6th week) divisions of water, technical terms used in treating of lakes and rivers; (7th week) climate, vegetation, animals; (8th week) races of men, states of society; (9th week) government, religion; (10th week) branches of industry. *2d quarter*: to page 29, including description and maps of the hemispheres, North America and the United States; (description includes ^(a) outline, ^(b) surface, ^(c) rivers and lakes, ^(d) political divisions; *detailed treatment of each division in regard to* ^(e) climate, ^(f) vegetation, ^(g) animals, ^(h) inhabitants; *who are treated in detail in regard to,* ⁽ⁱ⁾ government, ^(j) religion, ^(k) education, ^(l) history; *the special treatment of the several minor subdivisions embraces an account of* ^(m) productions, ⁽ⁿ⁾ towns.) *3d quarter*: to page 46, including description and maps of New England, Middle, Southern and Western sections, including the tier of States bordering on the west bank of the Mississippi River, and all the States east of it. *4th quarter*: to page 59, including description and maps of the Territories and States west of the tier of States on the right bank of the Mississippi River, and the commercial avenues of the United States with map; description and maps of British Provinces, Mexico,

Central America, and the West Indies; special attention should be given to the commercial map, and the general review questions should be frequently used.

FIFTH YEAR OR GRADE.

COMMON SCHOOL GEOGRAPHY. *1st quarter:* Review from beginning of the book as far as page 29, including the work laid down for 1st and 2d quarters of the fourth year or grade. *2d quarter:* Review from page 29 to page 59, including the work laid down for the 3d and 4th quarters of fourth year. *3d quarter:* to page 71, including description and maps of South America, Europe, and details of Great Britain and Ireland. The details of European geography are next in importance to those of the United States, and should be thoroughly learned and frequently reviewed. *4th quarter:* to page 85, including detailed description and maps of western and central Europe and of Asia.

SIXTH YEAR OR GRADE.

COMMON SCHOOL GEOGRAPHY. *1st quarter:* to page 96, including description and maps of Africa and Oceanica, together with the ocean commerce of the world. *2d quarter:* review to page 33, including the technical elements of geography, and a description of the hemispheres, North America, the United States and New England. *3d quarter:* to page 65, including description and maps of the Middle, Southern and Western States, together with the British Provinces, Mexico, Central America, the West Indies and South America. *4th quarter:* to page 96, including description and maps of Europe, Asia, Africa and Oceanica.

In the review of the geographical course, special attention should be paid to the maps and the map questions; quite as much time should be given to them in the aggregate as to that part of the book containing the text.

SEVENTH YEAR OR GRADE.

Topical review of geography, during the first and second quarters; consecutive review during the third and fourth quarters. In

the topical review, first take the technical elements, such as latitude, divisions of land or water, climate, races, productions, etc., and apply it exhaustively to the different localities, as learned in descriptive geography. For example, ask for the salt lakes of the entire world, the mountain chains of both hemispheres, all the localities that produce cotton or wheat, all the countries where the camel is found, or the elephant etc. This species of topical review makes the knowledge gained in the study of descriptive geography ready at command. (The review questions prepared by the Superintendent and published in the report for 1867 will assist the teachers in preparing the lessons.)

EIGHT YEAR OR GRADE.

PHYSICAL GEOGRAPHY. *1st quarter:* Part I, to page 24, including a description of the solar system; the earth, imaginary lines and circles upon the earth, the horizon, division into hemispheres, rotation and revolution of the earth, length of days and nights, zones, general structure of the land; interior and crust of the earth, minerals and rocks, condition and arrangements of rocks, fossils, history of the globe, changes in progress; distribution of the land: continents, islands, coral formations; forms of relief in general: mountains, table lands, low plains, general law of arrangement, forms of relief of North America, of South America. *2d quarter:* to page 43, including forms of relief of Europe, Asia, Africa, Australia; volcanoes, geysers; earthquakes; springs; rivers: river-system, basin watershed, velocity, falls and rapids, erosion, deltas and estuaries; geographical distribution of rivers; lakes. *3d quarter:* to page 59, including the ocean; oceanic movements: waves, tides, and currents; properties of the atmosphere; temperature: mean temperature, isothermal lines, zones; winds: wind-zones, calms, trade-winds, monsoons, land and sea breezes, whirlwinds, waterspouts, cyclones, and tornadoes, and general principles of navigation. *4th quarter:* to page 69, including dew, fogs, clouds, rain, snow, hail, glaciers, avalanches and icebergs; climate; electrical and optical phenomena: thunder and lightning, aurora

borealis, rainbow, color of the sky, coronæ, halos, parhelia, mirage, ignis-fatuus. Review.

NINTH YEAR OR GRADE.

PHYSICAL GEOGRAPHY. *1st quarter:* (One recitation per week.) Part IV, page 69—94, including botanical geography, zoological geography and ethnography.

HISTORY.

EIGHT YEAR OR GRADE.

HISTORY OF THE UNITED STATES. *1st quarter:* pages 7—49, including the discoveries made by the Spanish, French and English, the claims founded on these, the aborigines, a view of contemporary chronology; the settlements of Virginia, Massachusetts, New Hampshire and Connecticut. *2d quarter:* pages 50—99, including the settlements of Rhode Island, New York, New Jersey, Delaware, Maryland, Pennsylvania, North and South Carolina; French settlements and claims in America, social condition of the colonies in 1687; chronology; settlement of Georgia, French and Spanish settlements in Florida and the Central Plain; intercolonial wars — King William's, Queen Anne's, Spanish, King George's, French and Indian; social condition of the colonies in 1763; chronology. *3d quarter:* pages 101—163; the Revolution: its causes, progress of the war, Declaration of Independence, adoption of Articles of Confederation, treaty with France, capture of Burgoyne and Cornwallis; adoption of the Federal Constitution, social condition of the United States in 1787; chronology; Washington's administration. *4th quarter:* the Constitution of the United States.

The teacher will take pains to give to the pupils a clear idea of the relation of American history to European, as well as of the inter-relation of events here; the relation in which the great monarchies of Europe — Spain, French and England — stood to each other in the period of discoveries, and the great awakening going on at that time in Europe in connection with the discovery and

use of printing, gunpowder, revival of the study of the Greek and Latin classics, etc. The feuds of these nations mentioned were transplanted to this soil by their colonies and finally produced the collisions which are called the "Inter-colonial wars." The Spanish discoverers and settlers came to the tropical regions and were mostly adventurers in search of gold; they settled about the Gulf of Mexico, the Mediterranean Sea of this hemisphere. The French discoverers and settlers came to the Great Central Plain, entering it on the north through the valley of the St. Lawrence, and on the south through the Mississippi Valley, and after a while connecting the two extremities, north and south, with a line of forts and trading posts extending from Montreal to New Orleans; the French were chiefly hunters and traders with the aborigenes. The English discoverers and settlers came to the Atlantic slope, moved by various motives, chiefly by desire of freedom from oppression of one sort or another; these are the important facts, and should be discussed in all lights; the epochs of English colonial history turn on events that forward the independence of the colonies from Europe, and union among themselves; this gives importance to their charters, to the growth of their legislative assemblies, to their leagues for defense, to their resistance to attempts of the home government to make them tributary to its support, to their insurrections against the arbitrary power of the royal governors. The extension of the English settlements precipitates war with the Spanish settlements on the south, and with the French on the north; and finally the outgrowth pushes into the Central Plain, and the contest for its possession takes the form of the French and Indian war. The reflex action of the inter-colonial wars upon the colonists in uniting them is to be studied as preparing the way for the Revolution.

The strategic points of the country should also be discussed; these are points which command the natural avenues of transit from one region to another. Such, for instance, are Ticonderoga and Crown Point, at the change of navigation from the Hudson to Lake Champlain; Niagara, at the change from Ontario to Erie; Detroit at the passage from Erie to Huron; New York, at the entrance of the Hudson and the Sound; Philadelphia, at the head of the Delaware; Pittsburgh, at the head of the navigation of the Ohio; Louisburgh, at the entrance to the St. Lawrence. It is at

first difficult to understand that the lines of access to a country, especially a new one, are very few, and easily closed by forts at well-selected points. Great cities are situated at the points where all the lines of communication from the country and minor towns converge. Hence communication from one secondary place to another lies through the metropolitan city; hence, too, the conquest of the large cities controls the places on the converging lines that centre in those cities. The plan of the British campaigns in America must be studied with reference to these strategic points; also the location of the camps of the American army. The Articles of Confederation must be sharply contrasted with the Constitution. Washington's administration should be carefully studied in order to understand the formation of the executive departments of the cabinet, as well as the settlement of important boundary questions.

The Constitution should be studied in order to fix in the mind of the pupil the fundamental type of popular government, and, likewise, to make him familiar with what is called "legal style." The triune form of our government is copied in the municipal organizations. Each department is co-ordinate and independent in its origin; each is charged with a limited portion of the entire governmental act; the whole function of government legislates, judges, and executes—makes the law, applies it to the particular case, and punishes. The departments are separated, so that no trace of personal prejudice may enter and influence its action. The law maker would, in many cases, swerve from clear insight into the general principles of justice if he had before his mind vivid pictures of special cases which came before him as judge or executive. The judge would be looked upon by the criminal as personal avenger if he made the law by which he condemned the guilty; the executive officer is freed from the imputation of personal spite on the ground that he neither made the law nor convicted the criminal under it; he performs an almost mechanical duty prescribed by the law and court. The same advantages appear still more strikingly in civil cases. In the style of the constitution, the pupil will learn to see the difference between sentences that indicate or suggest ideas, but which allow different interpretations, and those sentences which are framed to express explicitly all that they mean, and are capable of only one inter-

pretation. The "legal style" has been in process of formation since the early days of Rome, a period of two and a half thousand years. Its peculiarity consists in the use of synonyms and repetitions, so arranged that every pronoun is definitely related to its antecedent, and every object so described, by repeating its various designations, that there can be no ambiguity about it. At first sight, the legal style seems mere pedantry and verbiage; a close study shows that its repetitions are necessary, for the reason that the law must talk the language of those who are to obey it, and hence would be imperfect unless it used all the designations by which an object is known in the country. Moreover, there is a mutually restrictive effect of one synonym upon another: "end" means a great many things besides "aim," and "aim" means many things besides "end;" but "end and aim," conveys most accurately the idea of "final cause," wherein they are identical. Neither latitude nor longitude defines places accurately, but latitude and longitude together locate precisely. It is very important that each pupil, on leaving the district schools, has the general outlines of organic law deeply and clearly impressed on his mind, and that he is somewhat familiar with the legal style. His duties as an American citizen demand this. The powers of the general government and the powers reserved by the states, the jurisdictions of the courts, the qualifications of the members of the different branches and departments, the modes of amending the constitution, admission of states, foreign treaties, etc., are the salient points with which he should be familiar. The correspondence of the different branches and departments, with the same in state and municipal governments, should be pointed out to the pupil, and frequently recurred to in the reviews.

NATURAL SCIENCE.

RULE OF THE BOARD

The course of instruction in Natural Science herewith adopted shall be taught in *oral lessons*, one hour being set apart on *Wednesday afternoon of each week* for the purposes of said instruction.

REMARKS ON THE METHOD OF TEACHING THIS SYLLABUS.

1. The teacher must not consider herself required to go over

all the topics in any given quarter. She must not attempt to do any more than she can do in a proper manner. If it happens that only the first two or three topics are all that can be dealt with profitably, the teacher must not allow herself to undertake any more.

2. In case the teacher finds that the topics of any given quarter are not arranged in such an order that she can take them up to the best advantage, she is at liberty to change that order; but she must not proceed to the work of a new quarter, or to any portion of it, until she has first given ten weekly lessons on the quarter's work she has begun.

3. No more than ten weekly lessons should be given on the work laid down for a quarter. When these have been given, proceed to the work of the next quarter, whether the topics of the quarter in hand have all been considered or only a very small portion of them.

Remark.

The course is arranged with reference to *method* rather than quantity or exhaustiveness. If only one topic is thoroughly discussed in each quarter of the first year, some very important ideas will be gained of the science of botany. In the fourth year of the course the pupil will come round to the subject again, and can deepen his insight into the methods of studying the world of plants, learn the general outline of classification adopted, and train his observing powers. When he comes to the sixth year of the course he will again touch upon the subject in such a manner as to see the province this subject occupies in the world of nature, and its general bearings upon other fields of investigation.

The question will be asked: Why not reduce the number of topics under a given subject to the number that can be actually discussed by the teacher?

The answer is: 1) A selection of topics from a comparatively full enumeration of them is best left to the individual teacher. 2) The exact number of topics that can be profitably discussed by teachers will vary with their capacities; moreover, it will vary from year to year as teachers become familiar with the course; hence it is necessary to have a variety, and to have topics enough

for the most rapid classes. 3) It is, moreover, important to keep constantly before the teacher a full outline of the subject, so as to prevent the (very common) tendency to treat a theme in its narrow application only, and to omit its general bearings.

General plan of the Course.

It will be observed that in the eight years' course there is a spiral movement, or recurrence of the same topics: 1) The subjects of Natural Science—a) the plant, b) the animal, c) the physical elements and mechanical powers—constitute a primary course of three years; so that even those who receive the minimum of school education shall acquire some insight into the elements and instrumentalities which play so important a part in the industrial age in which they live. 2) In the fourth, fifth, and sixth years these subjects of Natural Science are all taken up again in a second course, and much more scientifically developed: a) Botany, its method and practical application; b) Zoölogy and Human Physiology; c) motion and force in masses, in particles, and as applied in the mechanical powers; d) Astronomy (forming a transition to the grammar school course in Physical Geography); three years is the average attendance on our schools; hence the average pupil will get one course while perhaps a third more will get two courses in Natural Science. 3) In the seventh and eighth years of the district schools a third course in Natural Science is given, in which begin to appear more clearly, in outline, the several sciences; a) Under Natural History or organic nature: Geology, Meteorology, Botany, Zoölogy, Ethnology; b) Under Natural Philosophy, or Physics: matter, force and motion, machinery, molecular forces and instruments involving their application.

4. In teaching Natural Science it is of the greatest importance to select typical objects or facts; i. e. objects or phenomena that are types of a large class by reason of the fact that they manifest all of the chief properties or attributes common to the other individuals of the class, and at the same time manifest them in the most obvious manner. It would not do, for instance, to select an object in which the properties to be illustrated were not well developed, nor an object with which the pupils were not familiar.

5. Every lesson should be given in such a way as to draw out the perceptive powers of the pupil by leading him to reflect on what he sees, or to analyse the object before him. It is at first thought strange—although it is true—that powers of observation are to be strengthened only by teaching the pupil to *think* upon what he sees. The process is one of division (analysis) and classification, and secondly of tracing causal relations; hence the questions most frequent are: “What qualities or properties has this object (exhibiting the same)? What separate actions or movements form the steps or stages in its process? What other objects and processes have the same? (classification). What relation has this object or phenomenon to others, whether as to cause and effect, or as to means and ends?”

6. *How to conduct a lesson:* a) Prepare yourself beforehand on the subject of the lesson of the week, fixing in your mind exactly what subjects you will bring up, just what definitions and illustrations you will give or draw out of the class. All must be marked and written down in the form of a synopsis. The blackboard is the most valuable appliance in oral lessons; on it should be written the technical words discussed, the classification of the knowledge brought out in the recitation, and, whenever possible, illustrative drawings. b) Pains should be taken to select passages from the reference books, or from other books, illustrative of the subject under discussion, to be read to the class with explanation and conversation. c) Wherever the subject is of such a nature as to allow of it, the teacher should bring in real objects illustrative of it and encourage the children to do the same. d) But more stress should be laid on a direct appeal to their experience, encouraging them to describe what they have seen and heard, arousing habits of reflection, and enabling the pupil to acquire a good command of language. e) Great care must be taken by the teacher not to burden the pupil with too many new technical phrases at a time, nor to fall into the opposite error of using only the loose common vocabulary of ordinary life, which lacks scientific precision.

7. *How to use the Reference Books:*

a) *In the first course*, extending through the *first, second and third years or grades*, Hooker's Child's Book of Nature should

be followed for the most part, with such hints as to method as are to be gained from a study of Calkin's Primary Object Lessons.

FIRST GRADE. *First quarter:* Study and use such portions of the first ten chapters of Hooker's Part I, as you can make available. *Second quarter:* Chapters xi to xxi of the same book. *Third quarter:* Chapters xxii to xxviii. *Fourth quarter:* Chapters xxix to xxxiii.

SECOND GRADE. *First quarter:* Chapters i to vii of Hooker's Part II. *Second quarter:* Chapters viii to xviii. *Third quarter:* Chapters xix to xxv. *Fourth quarter:* Chapters xxvi to xxxiii.

THIRD GRADE. *First quarter:* Chapters i to x of Hooker's Part III. *Second quarter:* Chapters xi to xviii. *Third quarter:* Chapters xix to xxxi. *Fourth quarter:* Chapters xxxii to xxxv. Calkin's Object Lessons, pp. 15 to 50, should be studied in the first grade; pp. 401 to 431 will be of great service in the second grade; and the same book, pp. 139 to 190, and pp. 339 to 400, will be of equal service in the third grade.

b) In the second course, extending through the *fourth, fifth and sixth years or grades*, Youman's First and Second Books of Botany should be studied for method and material for the lessons given in the *first quarter* of the **FOURTH GRADE**. Only a few selections can be made on account of lack of time, but these should be of the most suggestive order. For *second, third and fourth quarters* of the **FIFTH GRADE**, Warren's Physical Geography will furnish classification, description, and facts (pages 70 to 78, new edition). **FIFTH GRADE:** *First and second quarters:* Warren's Physical Geography, pp. 78 to 85. *Third and fourth quarters:* Refer to Draper's or Hitchcock's Physiology for information. **SIXTH GRADE:** *First and second quarters:* Use Hotze's First Lessons in Physics for method, and Wells' Natural Philosophy for information. *Third and fourth quarters:* Use Warren's Physical Geography, pp. 5 to 8, and Steele's Fourteen Weeks in Astronomy.

c) In the third course, extending through the *seventh and eighth years or grades*, Warren's Physical Geography should be used for the first year, and Wells' Natural Philosophy for the second year. Constant reference should be made to Tate's Natural Philosophy, Brande's Dictionary, and other books. The Public School Library is free to teachers as a Reference Library. A set of colored illustration-charts of botany and zoology is

given to each school; many things can be taught best by means of charts.

8. Although instruction in Natural Science in this course is confined to one hour per week, yet it is expected that what is taught in these lessons will be referred to, frequently in the regular course of study. Whenever, for instance, any of the subjects treated in this course of instruction come up in teaching the other branches, an exposition of their scientific phases should be required of the pupil. This will apply to the subject of Geography more than to the others. Arithmetic, History, and the Reading lesson will occasionally furnish reference to one or more of the provinces here mapped out.

9. Compositions should be written subsequent to the oral lessons, on the topics discussed. They should be short and to the point and always in the pupil's own words. They should be illustrated by diagrams and pictures drawn by the pupil.

1. *Resume.* To name once more in a brief manner the cardinal points to be kept in mind constantly by the teacher:

a) Take up only so many of the topics laid down for any given quarter as can be discussed thoroughly without overburdening the pupil's memory or distracting his power of attention.

b) Never take up a topic that you are unable to explain and illustrate so clearly as to make the pupil understand it; avoid all phases of the subject that will tend to confuse rather than enlighten.

c) Spend only ten weeks on the work of a given quarter, whether you do little or much in it; proceed then to the topics of the next quarter.

d) Relieve the hour's work by as much variety as possible: *first*, reading and explaining something adapted to the capacity of your pupils; *secondly*, drawing out in a conversational manner the experience and information which your scholars already possess on the subject; *thirdly*, exhibiting the visible objects which you or the pupils have brought to illustrate the lesson, and requiring the pupils to notice and name the properties, qualities, parts, and attributes; *fourthly*, never omitting to show by a synopsis on the blackboard what has been discussed in the lesson, its classification and relation.

e) Require short weekly compositions of the pupils above the fifth grade, in which they express in their own language their ideas on the subjects treated in the oral lessons.

FIRST YEAR OR GRADE.

PLANTS, OR OUTLINES OF BOTANY. *1st quarter:* Flowers; their structure, color, perfume, habits and shapes. Inasmuch as the pupils of this grade enter school in the early fall or spring, their first quarter's work can be illustrated directly from the garden. *2d quarter:* leaves, fruits, seeds; shape, uses, sap, decay. *3d quarter:* buds, roots, their purpose; stalks and trunks, bark of plants, wood. *4th quarter:* circulation of sap, what is made from sap, sleep of plants, etc. Review of topics of the year.

SECOND YEAR OR GRADE.

ANIMALS, OR OUTLINES OF ZOOLOGY AND PHYSIOLOGY. *1st quarter:* blood, what it makes; how it is made. The ground, what comes from it as food for animals; stomach and teeth. Circulation of the blood. *2d quarter:* breathing; brain and nerves; use of the senses; seeing; protection of the eyes; hearing; smell; taste: touch; the bones; muscles. *3d quarter:* brains and nerves in animals compared with those in man; limbs of animals and their uses; the hand in man and its substitutes in animals; what instruments and tools animals possess for attack and defense. *4th quarter:* wings and fins; clothing of man and animals; wherein man is superior to animals; intelligence of animals; sleep, its uses; death, what it is; review of topics of the year.

THIRD YEAR OR GRADE.

ELEMENTS OF PHYSICAL NATURE. *1st quarter:* air, wind; flying and swimming compared; pressure of the air; pumps, barometer, air-pumps, pop-guns; gases distinguished from liquids; gunpowder. *2d quarter:* balloons; bubbles; heated air; chimneys; draft and ventilation; uses of water; water level; pressure of water; attraction in solids and in liquids. *3d quarter:* water in the air, clouds, snow, frost and ice; heat

and cold; communication or conduction of heat; effects of heat; steam; light; color; electricity; magnetism. *4th quarter*: gravitation; motion of the earth; friction; review of the year's work.

FOURTH YEAR OR GRADE.

BOTANY, more systematically studied. *1st quarter*: modes of studying parts of plants; leaf, stem, inflorescence, flower, root, seed, woody plants, fruit, illustrated by familiar examples. *2d quarter*: the differences in species of TREES; their habits, place of growth and use to man; pine, cedar, willow, oak, beech, maple, walnut, hickory, sycamore, ash, poplar, birch, (what "deciduous" and "evergreen" signify.) magnolia, live oak, honey-locust, banyan, laurel, mosses. *3d quarter*: FOOD PLANTS: 1, wheat, barley, oats, rye, Indian corn, rice; 2, potatoes, yams, beets, turnips, onions, beans, peas; 3, apples, peaches, pears, plums, cherries, oranges, bananas, lemons, bread-fruit, dates, pine-apples, figs, grapes; 4, sago, tapioca, sugar-cane, cocoa-nut, palm (its various uses); 5, pepper, cinnamon, cloves, nutmegs, vanilla; 6, tea, coffee, cocoa, mace; 7, Irish moss. *4th quarter*: PLANTS USEFUL IN THE ARTS: 1, Indigo, logwood; 2, olive (oil), flax-seed, (oil), pine, turpentine, resin, tar; 4, caoutchouc, gutta percha; MEDICAL PLANTS AND STIMULANTS: sarsaparilla, cinchona (quinine), aloe, tobacco, opium, rhubarb; PLANTS VALUABLE FOR CLOTHING: cotton, flax, hemp.

FIFTH YEAR OR GRADE.

ZÖOLOGY, PHYSIOLOGY, AND HYGIENE. *1st quarter*: classification of ANIMALS, their differences and resemblances. 1. *Vertebrates*: A. Mammals: *a*, orang-outang, monkey; *b*, bear, cat, dog, lion, panther, tiger, cougar, wolf, leopard; *c*, kangaroo, opossum; *d*, beaver, squirrel, rat, mouse; *e*, sloth, ant-eater; *f*, elephant, rhinoceros, hippopotamus, horse, hog; *g*, camel, llama, camelopard, deer, goat, ox, sheep; *h*, whale, dolphin, walrus, porpoise, seal. B. Birds: *a*, vulture, eagle, hawk, owl; *b*, parrot, woodpecker, cuckoo, toucan; *c*, lark, robin, swallow, sparrow, mocking-bird; *d*, domestic

fowl, quail, pigeon, peacock, turkey, partridge; *e*, ostrich, stork, crane, duck, swan, penguin, goose, pelican. *2d quarter*: classification of animals continued. *C*. Reptiles: *a*, lizard, crocodile, alligator; *b*, toad, frog, turtle; *c*, rattlesnake, boa constrictor, python, cobra. *D*. Fishes: pike, salmon, cod, mackerel, shad, shark, flying-fish, cat-fish, trout, herring, sardine. *II*. *Molluscs*: oyster, clam, pearl oyster, snail. *III*. *Articulates*: lobster, craw-fish, worm, spider, insect (honey-bee, silkworm, cochineal, fly, wasp, butterfly, etc.). *IV*. *Radiates*: corals, animalcules. *3d quarter*: **PHYSIOLOGY AND HYGIENE**: 1, bones (preservation of the teeth); 2, skin (its membranes, pores, perspiration, cleanliness); 3, flesh (fat, muscles, tendons); 4, circulation of blood (veins, arteries, the heart); 5, breathing (lungs, effect on the blood); 6, digestion (chyme, chyle, food and drink). *4th quarter*: physiology and hygiene continued: 7, nerves (brain, five senses, and how to use them); 8, voluntary and involuntary motion, effect of exercise; 9, sleep, disease, death; 10, proper and improper hygienic habits (eating, drinking, sleeping, exercise, bathing, sitting in a draft of air, tight lacing, cramping the lungs, breathing pure air, keeping the feet warm and head cool, etc.).

SIXTH YEAR OR GRADE.

PHYSICS AND ASTRONOMY. *1st quarter*: **PHYSICS**: 1, gravitation and pressure (weight, pump, barometer, pendulum); 2, cohesion and adhesion (glue, paste, mortar, cement, etc., attraction of the same kind of particles for each other and of different kinds for each other); 3, capillary attraction (lamp-wick, sap, sponge, sugar, etc.); 4, mechanical powers (lever, pulley, inclined plane, wedge and screw, friction). *2d quarter*: physics continued; 5, heat (sun, combustion, friction, effect on bodies, steam, thermometer, conduction, clothing, cooking, etc.); 6, light (sources, reflection, looking-glass, refraction, spectacles, microscope, prism, telescope, effect on growing bodies, photograph); 7, electricity (lightning, sealing-wax experiments, etc.); 8, magnetism (mariner's compass, horse-shoe magnet, telegraph). *3d quarter*: **ASTRONOMY**: 1, stars (some idea of size and distance); 2,

solar system, *a*, sun (sources of light and heat, its size, spots), *b*, planets (their relative distances from the sun, Venus and Jupiter, morning and evening stars, Saturn and his rings), *c*, satellites or moons (number of them belonging to Jupiter, Mars, etc). 4th *quarter*: astronomy continued: *d*, comets, *e*, orbits (or paths of planets, moons, and comets), *f*, eclipses (of sun, of moon), *g*, seasons, *h*, phases of moon.

SEVENTH YEAR OR GRADE.

OUTLINES OF PHYSICAL GEOGRAPHY. 1st *quarter*: GEOLOGY: structure of land, form of continents, islands, mountains and valleys, plateaus, plains, volcanoes, and earthquakes. 2d *quarter*: THE WATER: springs, rivers, lakes, the ocean, tides, waves, winds, currents, relation to commerce and climate. 3d *quarter*: METEOROLOGY: the atmosphere, temperature, the winds, moisture of atmosphere, dew, fogs, rain, snow and hail, climate, electrical and optical phenomena of the atmosphere. 4th *quarter*: ORGANIC LIFE: botany, zöology, ethnography, relation of plants, animals and men to their place of abode.

EIGHTH YEAR OR GRADE.

OUTLINE OF NATURAL PHILOSOPHY (OR PHYSICS), as illustrated in familiar objects. 1st *quarter*: matter and its properties: force, molecular forces, gravitation and weight, specific gravity, centre of gravity, motion, action and reaction, compound motion. 2d *quarter*: machinery; friction, strength of materials, use of materials in construction, hydrostatics and capillary attraction, hydraulics, pneumatics, acoustics. 3d *quarter*: heat and its sources, communication and effects; steam engine; warming and ventilation; meteorological instruments, thermometer, barometer, hygrometer, raingauge, anemometer; classes of clouds; classes of winds; meteors and aerolites; aurora borealis; halos; circulation of water through the processes of evaporation, clouds, rain, springs, rivers, ocean, etc. 4th *quarter*: light, sources, reflection, prismatic spectrum; structure of the eye; optical instru-

ments, telescope, microscope, etc.; electricity; magnetism; electro-magnetism; telegraph.

DRAWING.

FIRST YEAR OR GRADE.

Oral instruction from first half of Walter Smith's Drawing Cards and from Primary Manual (for teachers use only).

Pupils draw free hand on slates from teacher's copies on black boards, and from dictation and memory.

Pupils draw on paper once a month.

1st and 2d quarters: Names and characteristics of straight lines, angles, division of lines, the square, combinations of straight lines within the square forming ornamental figures, &c.

3d and 4th quarters: Combinations of straight lines within the square, forming ornamental figures, continued; names and characteristics of triangles, and quadrilaterals.

Pupils draw to standard size, varied at times by the teacher, and their work to be tested by scale in accordance with such standard.

SECOND YEAR OR GRADE.

Free-hand outline work from second half of Smith's No. 1 Drawing Cards and oral instruction from Primary Manual.

Pupils draw on slates from cards and from teacher's copies on black boards, working on papers semi-monthly.

Dictation and memory exercises of geometric patterns continued.

1st quarter and 2d quarter: Names and characteristics of circles and parts, including work from pages 55 to 71 inclusive, in Primary Manual.

Teacher varies the dimensions of the drawings at times, and pupils, work to be tested by scale.

3d quarter and 4th quarter: Names and characteristics of ellipse, oval, abstract and compound curves, from page 72 to 104 inclusive, in Primary Manual.

Practice in enlarging and reducing figures. Accuracy of work tested by scale.

THIRD YEAR OR GRADE.

Pupils draw in Intermediate No. 1 of Smith's series of Drawing Books, one fourth of book assigned to each quarter, and from oral instruction and blackboard copies by teacher, drawn from Intermediate Manual.

Definitions practically acquired of all the geometrical forms. Special attention to accuracy of work and to illustration of definitions which will here be specially studied.

Lessons on blank pages of Drawing Book in the order assigned in Manual, continuing dictation and memory exercises and introducing applied geometric form. Abstract and compound curves: straight and curved line ornamental forms.

Quarterly written examinations in geometrical definitions and their illustration.

The third year is a review of all previous work but treated more as a definite study.

FOURTH YEAR OR GRADE.

Pupils draw in Intermediate No. 2 of Smith's series of Drawing Books, one fourth of book assigned to each quarter, and from oral instruction and black board copies by teacher, drawn from intermediate manual.

Blank pages in Drawing Book to be used for lessons in the order assigned in Manual, introducing dictation and memory lessons and black board exercises in horizontal and vertical repetition and repetition about a center.

Study of ornamental forms of the Greeks, Moors, etc. Oral instruction in the principles underlying good design.

Original design to fill a given right line figure; clement, maple leaf.

Definitions and principles of geometric work reviewed by analysis of figures as they occur in Drawing Book.

FIFTH YEAR OR GRADE.

Pupils draw in Free-hand No. 3 alternating with Geometrical No. 1 of Walter Smith's series of Drawing Books.

All work free-hand in former: no free-hand work in latter.

Exercises in Free-hand Book consist of practice in Abstract and Compound curves and in junctions of lines, etc.

On blank pages of Free-hand No. 3 lessons [given from the actual solid, in outline and in shade and shadow, embracing cylinder and cone and lessons in dictation, memory and design.

Oral instruction on the principles underlying good design, symmetry, conventionalization, repetition, etc.

Designs on blank pages arranged from material assigned by teacher; in all original design the use of the compass and tracing paper rigidly adhered to in order to secure the first element of Industrial drawing—accuracy.

In Geometrical work special attention given to accuracy. Oral instruction on principles used in solving geometrical problems obtained from papers prepared by Supervisor.

Teacher will be supplied with Intermediate No. 3 Drawing Book as aid to Model and Object Drawing.

SIXTH YEAR OR GRADE.

Pupils draw in Geometrical No. 1, alternating with Free-hand No. 4, of Smith's series of Drawing Books.

No free-hand work in former: all free-hand work in latter. Blank pages in Free-hand No. 4 to be used for lessons from the actual solid, in outline and in shade and shadow, embracing cube and rectangular block and lessons in dictation, memory and design.

Careful study given to principles of Model and Object Drawing or Free-hand Perspective and the representation of shade and shadow as actually shown.

Lessons on design continued, also dictation and memory exercises.

In the free-hand exercises of Book 4, special attention given to conventionalization of natural forms.

Accuracy of construction carefully considered in Geometrical work. Oral instruction in principles and in solving geome-

trical problems obtained from papers prepared by Supervisor. Teacher must be supplied with Intermediate No. 3 Drawing Book as aid to Model and Object Drawing.

SEVENTH YEAR OR GRADE.

Pupils draw in Geometrical No. 2, alternating with Free-hand No. 5, Smith's series of Drawing Books.

No free-hand work in former; all free-hand work in latter.

Teacher supplied with Geometrical No. 1 and Model and Object No. 2, also large Manual. Problems in Geometrical No. 1, to be dictated from black board by teacher and drawn by pupils on blank pages of Geometrical No. 2.

Oral instruction in principles of Geometry and in solving problems obtained from papers prepared by Supervisor.

On blank pages of Free-hand No. 5, lessons given from the actual solid, in outline and in shade and shadow, embracing cube and rectangular block, triangular prism and rectangular pyramid, also lessons in dictation, memory and design continued.

For materials of design, teacher is referred to pages 127, 129, 139 of Advanced Manual. Study of principles of free-hand perspective continued.

Study of historical ornament and principles of good design particularly enjoined.

EIGHTH YEAR OR GRADE.

Course for year 1878 and 1879, temporarily same as for 7th grade, but somewhat advanced.

Permanent Course: Geometrical No. 3 alternating with Free-hand No. 6 of Smith's series of Drawing Books.

Advanced study of all subjects of inferior Grade.

NINTH YEAR OR GRADE.

Temporary. Pupils draw in Geometrical No. 3 and Model and

Object No. 2 of Walter Smith's series of Drawing Books.

The subject of design continued, work of a more elaborate character and finished drawings in ink on loose sheets of paper required.

Geometrical problems studied with reference to practical work and finished drawings in ink required at close of year's work.

Blank Pages of Model and Object Book used for drawings from actual solids in the class room—Copying, enlarging, reducing—Home work required.

DRAWING.—DIEHL'S.

SECOND GRADE.—*First Quarter.*

1st Half Quarter. Triangles reviewed, Book I, pages 10—12.—Plate 8 to be copied on the blackboard and used as a permanent Form-reading lesson. Surface Representation, Patterns 6 & 7, Book I, pages 21 & 22.—Wave-line through fixed prints, Plate 2.—Perpendiculars, illustration of problems based on 1st rule, Figures 5 & 6, Book II.

2d Half Quarter. Color, 3d example, interlacing triangles, rhombs, Plate 9. Illustration of Honeysuckle border; how to connect sigmoids and apply flower, Plate 7. Surface Representation, Examples 8 & 9, Book I, page 22.

Second Quarter.

1st. Half Quarter. Quadrilaterals reviewed.—Plate 8 to be used as reading lesson. Sigmoid through fixed points, Plate 2.—Surface representation, pattern 20, frustums of pyramids, Book I, page 24; how to cut model. Fig. 7 & 8, Book II.

2d Half Quarter. Color, 4th example, plated bands forming rhomboids and hexagons, Plate 9. Mouldings illustrated, Plate 6.—Patterns 10, overlapping squares, & 11, Book I, p. 22.

Third Quarter.

1st Half Quarter. Circle reviewed, Fig. 37, Book II. — Volute through fixed points, Plate 13.—patterns 12, octagons and squares and 13, Book I, pages 22 and 23.

Perpendiculars, illustration of Fig. 9, Book II.

2d Half Quarter. Color, 5th example, bands forming trapezoids and octagon, Plate 9. Illustration of shadow shapes of the regular solids; surface pattern 14, Book I, p. 23. Symmetry; repetition and reflection Plate 17.—Leaf and Berry border, Plate 3.

Fourth Quarter.

1st Half Quarter. Illustration of solids that are based on the circle, also prism and pyramid by plans, elevations and sections.—Surface pattern 15, interlacing squares, Book I, page 23.—Symmetry: rhythmical repetition, Plate 4.

2d Half Quarter. Perspective illustrated with glass and perforated tin planes, Plate 12. Perpendiculars illustrated, Figs. 10, 11, 12, Book II.—Color, 6th example, interlacing rhomboids, Plate 9.—Surface pattern 21, Book I, page 24. Wave-line, leaf and berry, Plate 4.

THIRD GRADE.—*First Quarter.*

1st Half Quarter. Directions, a line,—and angles; Book II, pp. 8—10. Symmetry: balancing by reflection and repetition. Honeysuckle border, 1st example, Plate 18.—Moldings reviewed and drawn with instruments, Plate 6.

2d Half Quarter. Manifestations of the law of Symmetry, Plate 17.—Color, 7th example, interlacing oblongs, Plate 9. — Surface pattern 16, rhomboids, rhombs and hexagons.—Sigmoids terminated by volutes, Plate 13.

Second Quarter.

1st Half Quarter. Perpendiculars, 1st and 2d rules, Figs. 3 and 4, Book II.

Honeysuckle border, variations of sigmoids, 4th and 5th ex-

amples, Plate 18.

Tetrahedron, Plates 14 and 15.

2d Half Quarter. Construction of plans, elevations and sections of prism and pyramid.

Color, 8th example, Plate 9.—Surface pattern 17, Book I, page 23.

Third Quarter.

1st Half Quarter. Perpendiculars, problems based on 1st rule, Figs. 5, 6, 7, 8, Book II.

Honeysuckle border, 6th example, Plate 18.—Surface pattern 23, Book I.

2d Half Quarter. Perpendiculars; problems based on 2d rule, Fig. 9, Book II.

Color, last example, Plate 9.—Surface pattern 18, Book II, page 23.

Cube, Plates 14 and 15.

Fourth Quarter.

1st Half Quarter. Perpendiculars concluded, Figs. 10, 11, 12, Book II.

Honeysuckle border, 1st example, Plate 19.—Octahedron, Plates 14 and 15.

Perspective illustrated with frame and sticks.

2d Half Quarter. Parallels and bisection of angles, Figs. 13, 14, 15, 16, 17, Book II.

Color, secondaries and tertiaries, 1st example, Plate 10.

Construction of plans, elevations and sections of cone and cylinder?

Honeysuckle border, 2d example, Plate 19.—Surface pattern 24, Book I, page 24, cut model.

FOURTH GRADE.—First Quarter.

1st Half Quarter. Protractor, Fig. 18, Book II.—Color, 2d example, Plate 10.

Honeysuckle border, 3d example, Plate 19.—Ring-shadows.

2d Half Quarter. Ring-shadows, illustrated with wire model.

Symmetry: printing illustrated.—Rustic border (interlacing) and Flat Pattern, Plate 13.—Icosèhedron, Plates 14 & 15.

Second Quarter.

1st Half Quarter. Scales, Figs. 19^a and 19^b, Book II.—Color, 3d example, Plate 10.

Dodecahedron, Plates 14 and 15.

2d Half Quarter. Plan, elevation and section of stool, Plate 34.

Honeysuckle border, 4th example, Plate 19. — Symmetry.

Kaleidoscopic arrangement, perforating, tracing.

Moorish interlacing border, 1st example, Plate 22.

Third Quarter.

1st Half Quarter. Division of straight lines, Figs. 20 and 21, Book II.

Color, 5th example, Plate 10. — Inverted surfaces, Plates 14 and 15.

2nd Half Quarter. Moldings 1st example, Plate 23.—All the possible conditions under which a three-sided plane-surface can be enclosed, by straight sides and arcs of circles.—Honeysuckle ornament, 5th example, Plate 19.

Fourth Quarter.

1st Half Quarter. Triangles, Figs. 22, 23, 24, 25, Book II.

Color, 5th example, Plate 10.

Drawing of ring-shadows.

Symmetry, illustrated by changes on a diagram by lines.

2d Half Quarter. Illustration of perspective: horizon, point of sight; distance or diagonal point.—Symmetry, kaleidoscopic repetition by stenciling.—Moorish pattern, Plate 21.

Moldings, 2d example, Plate 23.

FIFTH GRADE.—First Quarter.

1st Half Quarter. Square, Figs. 26, 27, 28, 29, Book II.

Honeysuckle border, last example, Plate 19.

Moldings, 3d example, Plate 23.

- 2d Half Quarter. Romanesque pattern, Plate 21.
 Spherical Quadrants, Plate 11.
 Projecting Cubes, Plate 24.

Second Quarter.

- 1st Half Quarter. Quadrilaterals, Figs. 30, 31, 32, 33, Book II.
 Surface decoration (Egyptian), Plate 34.—Hexagonal stars,
 Plate 24.
 Symmetry: changes on the same figure by lines.
- 2d Half Quarter. Plan, elevation and section of a glass, Plate 34.
 Surface decoration — Sandwich Islands, Indian and Persian
 patterns, Plate 34.
 Cross and frustums of pyramids, Plate 24.

Third Quarter.

- 1st Half Quarter. Figs. 34, 35, 36, Book II.
 Chinese patterns, Plate 34.—Moorish interlacing, 2d ex-
 ample, Plate 22.
- 2nd Half Quarter. Perspective, squares.
 Egyptian borders, 1st and 2d examples, Plate 33.
 Cylinders, Plate 24.

Fourth Quarter.

- 1st Half Quarter. The Circle, Fig. 37, Book II.
 Moldings (enriched)—Greek and Roman Echinus (egg and
 dart molding) Plates 28 and 29.
 Vitruvian scrolls and Greek cable moldings, Plate 33.
- 2d Half Quarter. Perspective, construction of cube, prism and
 pyramid.
 Surface decoration, Egyptian and Assyrian patterns, Plate 33.
 Meander, 1st example, Plate 25.

SIXTH GRADE—*First Quarter.*

- 1st Half Quarter. Polygons, Figs. 33, 39, 40, Book II.—Bal-
 usters, Plate 35. Action of light on the sphere, 1st and 2d
 examples, Plates 26 and 27.

2d Half Quarter. Egyptian pattern based on sigmoids and volutes, Plate 33. All the combinations that can be made with straight lines and arcs of circles in bounding a plane on three sides.

Second Quarter.

1st Half Quarter. Polygons, Figs. 41, 42, 43, 44, 45, Book II. Celtic interlacing, Plate 33.

2d Half Quarter. Construction of the Circle in Perspective. Symmetry: Proportion, — Zeisig's "Golden Cut." Volute Band, Plate 25.

Third Quarter.

1st Half Quarter. Figs. 46, 47, 48, Book II. Leaf and Berry Border, Plates 28 and 29.

2d Half Quarter. Plan, elevation and section of a Bell, Plate 35. Beads, and Ogee moldings, Plates 30 and 31.

Fourth Quarter.

1st Half Quarter. Polygons, Figs. 40 and 41, Book II. Symmetry: free balancing. Moorish Ornament, Plates 28 and 29.

2d Half Quarter. Perspective of cylinder and cone. Moorish Border concluded. Modern Ornament, Plate 21.

SEVENTH GRADE—*First Quarter.*

1st Half Quarter. Nets (developments) of tetrahedron and cube, Figs. 52 and 53, Book II. These developments should be carefully modelled in stiff paper by the pupils. Modern border, the figure to be left white.

2d Half Quarter. Perspective, construction of stool. Object drawing from stool, glass, and other models.

Second Quarter.

1st Half Quarter. Nets (developments) of prism and pyramid,

Figs. 54 and 55, Book II.—Paneling, Plates 28 and 29.

- 2d Half Quarter. Perspective, shadow construction illustrated.
Paneling concluded.

Third Quarter.

- 1st Half Quarter. Nets (developments) of cone and cylinder,
Figs. 58 and 59.
Anthemion, Plates 30 and 31.
- 2d Half Quarter. Perspective, shadow construction of cube and
pyramid.
Anthemion concluded.

Fourth Quarter.

Nets of Solids (developments) concluded.
Moorish Ornament, Plates 30 and 31.

EIGHTH GRADE—First Quarter.

- 1st Half Quarter. Curvilinear problems, Figures 63, 64, 65, 66,
67, 68, Book II. Conventionalization, (style) in ornaments;
illustrated, Plate 37. The foot and handle in ornamentation.
- 2d Half Quarter. Ancone and Greek trellised molding, Plate 39.

Second Quarter.

- 1st Half Quarter. Tangents to circle, Figs. 70, 71, 72, 73, 74,
75, 76, 77, Book II.—Arabian Feather, Plate 38.
- 2d Half Quarter. Drawing of glass in perspective, and object
drawing from glass and similar objects.
Arabian Cable molding, Plate 40.

Third Quarter.

- 1st Half Quarter. Curvilinear problems, Figs. 78, 79, 80, 81, 82,
83, 84, Book II.—Greek Stele (tombstone), Plate 39.
- 2d Half Quarter. Shadow construction of cone and cylinder.
Greek volute molding, Plate 40.

Fourth Quarter.

1st Half Quarter. Curvilinear problems (ellipse), Figs. 97, 98, 99, 100, Book II.—Acanthus ornament, shade and shadow to be supplemented by pupils.—Romanesque window, Plate 40. The Line, considered as the only means for the portrayal of motion and emotion.

NINTH GRADE—*First Quarter.*

1st Half Quarter. Ellipse, Figures 101, 102, 103, Book II.

Greek moldings embellished, Plate 40.

Greek Acanthus ornament illustrated, Plate 39.

2d Half Quarter. Arcs tangent to circles, Plate 39.

Incongruities harmonized by Art.

Examples of Gothic tracery, Plate 36.

Second Quarter.

1st Half Quarter. Ellipse, Figs. 104, 105, 106, Book II.

Examples of Gothic tracery concluded, Plate 36.

2d Half Quarter. Acanthus ornament, 1st example, Plate 39.

Greek mosaic (cable border), Plate 40.

Third Quarter.

1st Half Quarter. Parabola, Hyperbola, Figs. 107, 108, 109, 111, Book II.—Moorish diaper pattern, Plate 38.

2d Half Quarter. Construction of bell in perspective.

Moorish pattern concluded.—Local tone and texture.

Fourth Quarter.

1st Half Quarter. Cycloid (properties of curve), Fig. 112.

Helix.—Acanthus ornament 2nd and 3rd examples.

2d Half Quarter. Illustration of Isometric drawing.

Acanthus ornament concluded.

MUSIC.**FIRST YEAR OR GRADE.**

Singing through the year three or four times per day. The aggregate time devoted to singing each day should not exceed fifteen minutes.

Instruction in the principles of music in the first year is confined to the following: Numbers at first, and afterwards the notes and staff to some extent. Whole scale used. Half and quarter notes and the corresponding rests. Intervals taught: from one to any other note in the scale up to five. Voices not tried above E of the fourth space. Dynamical marks taught as they occur in the lessons. Twenty new songs learned. No new songs taught except under the direction of the special music teacher.

SECOND YEAR OR GRADE.

Singing throughout the year, same as in previous grade. Twenty new songs learned under the direction of the special music teacher. Whole scale used; special attention to rhythm. Whole, half, and quarter notes, and corresponding rests. Intervals from 1 to any other note in the scale up to 8. Voices not tried above E. Dynamical marks continued.

THIRD YEAR OR GRADE.

Singing throughout the year 15 minutes each day. Twenty new songs learned, and exercises in one or two parts, under the direction of the special music teacher. Scale carried to the third above. Whole, half, quarter, and eighth notes; corresponding rests; accidentals taught. Intervals from 1 to 10. Major and minor thirds introduced. Voices not tried above F. Dynamical marks.

FOURTH YEAR OR GRADE.

Singing throughout the year fifteen minutes per day. Twenty new songs learned, in one and two parts, under the direction

of the special music teacher; scale carried to the fourth above; whole, half, quarter, and sixteenth notes and corresponding rests; intervals, major and minor thirds, continued; voices not tried above F; transpositions commenced, keys of C, G, D, F; dynamical marks.

FIFTH YEAR OR GRADE.

Singing throughout the year, fifteen minutes per day. Twenty new songs learned under the direction of the special music teacher; scale carried to the fourth above; chromatic intervals; voices not above F; transposition continued, keys of A, E, B♭, E♭; dynamical marks.

SIXTH YEAR OR GRADE.

Singing throughout the year fifteen minutes per day. Twenty new songs, in one and two parts, taught by the special music teacher. Scale to five above. Chromatic intervals continued. Voices not above G. Transposition continued through all the major keys. Dynamical marks.

SEVENTH YEAR OR GRADE.

Singing throughout this grade fifteen minutes per day. Twenty new songs in one, two, and three parts, learned under the direction of the special music teacher. Scales and chromatic intervals continued. Voices not tried above G. Transposition into minor keys. Dynamical marks. Constant review of musical technics.

EIGHTH YEAR OR GRADE.

Singing throughout this grade fifteen minutes per day. Twenty new songs in one, two, and three parts, learned under the direction of the special music teacher; scales and chromatic intervals; voices not above G; transposition in minor keys continued; dynamical marks.

PROGRAMME.**FIRST YEAR OR GRADE.**

In this grade, reading and spelling should be allowed at least fourteen lessons per week. Printing or writing should be required in the preparation of each lesson in reading and spelling. Numbers should be taught in at least five separate lessons per week, besides the exercise of naming the number of the page in the reading lesson. Natural science demands one hour on Wednesday afternoon. Drawing, five lessons per week of 15 minutes each. Oral geography, two lessons per week. Oral History, one lesson on Friday afternoon.

The lessons in this grade should not exceed 15 minutes in length. The size of the class should not influence the length of the recitation.

SECOND YEAR OR GRADE.

In this grade reading and spelling should be allowed at least fourteen lessons per week. Writing should be required in the preparation of at least one lesson per day. Numbers should be taught in connection with the paging of the books and the numbering of the lessons, and also in one lesson per day additional devoted exclusively to the subject. Natural science, one hour, Wednesday afternoon. Oral geography, four lessons per week. Drawing, five lessons per week. Oral History, one lesson on Friday afternoon.

Recitations in this grade should not exceed twenty minutes in length, nor fall short of fifteen minutes. Great care should be observed to hold the strict attention of the class during the entire recitation.

THIRD YEAR OR GRADE.

Reading and spelling in this grade allowed at least ten lessons per week. Writing in copy-book, five lessons per week. Dictation, once per week. Arithmetic, five lessons per week.

Geography, five lessons per week. Drawing, five lessons per week. Natural science, one hour on Wednesday afternoon.

Oral History, one lesson, on Friday afternoon.

Recitations twenty minutes in length.

FOURTH YEAR OR GRADE.

Reading allowed five lessons per week. Written spelling four lessons per week. Writing in copy-book, five lessons per week. Arithmetic, five lessons per week. Geography, five lessons per week. Oral grammar allowed three lessons per week. Natural science, one hour on Wednesday afternoon. Drawing, four lessons per week. Oral History, one lesson on Friday afternoon.

Recitations should not exceed twenty-five minutes in length.

FIFTH YEAR OR GRADE.

Reading allowed five lessons per week. Written spelling, four lessons per week. Writing in the copy-book, five lessons per week. Arithmetic, five lessons per week. Geography, five lessons per week. Oral grammar, three lessons per week. Natural science, on hour on Wednesday afternoon. Drawing, four lessons per week. Oral History, one lesson on Friday afternoon.

Recitations should not exceed twenty-five minutes in length.

SIXTH YEAR OR GRADE.

Reading allowed five lessons per week. Written spelling, including dictation exercise, four lessons per week. Writing in Copy-Book, five lessons per week. Arithmetic, five lessons per week. Geography, five lessons per week. Oral Grammar, three lessons per week. Natural science, one lesson per week, Wednesday p. m. Drawing, two lessons per week. Oral History, one hour on Friday afternoon.

Recitations should not exceed thirty minutes in length.

SEVENTH YEAR OR GRADE.

Reading, five lessons per week. Written spelling, four hours per week. Writing in copy-book, five lessons per week. Arithmetic, five lessons per week. Geography, four lessons per week. Grammar five lessons per week. Natural science, one hour per week, Wednesday p. m. Drawing, two lessons per week. Oral History, one lesson every Friday afternoon.

Recitations in this grade should not exceed thirty minutes in length.

EIGHTH YEAR OR GRADE.

Reading, four lessons per week. Written spelling, three lessons per week. Writing in copy-book, five lessons per week. Arithmetic, five lessons per week. Geography, four lessons per week. Grammar, five lessons per week. History, five lessons per week. Natural science, one hour per week, Wednesday p. m. Drawing, two lessons per week.

Recitations in this grade should not exceed thirty minutes in length.

NINTH YEAR OR GRADE.

Latin,.....	five	lessons	per	week.
Grammar,.....	five	"	"	"
Arithmetic,.....	one	"	"	"
Physical Geography,.....	one	"	"	"
Algebra.....	five	"	"	"
German.....	five	"	"	"
Drawing.....	two	"	"	"
Rhetoricals,.....	three	"	"	"
Music,.....	two	"	"	"

Recitations in this grade should not exceed thirty minutes in length.

GENERAL PROGRAMME.

Number of Lessons per Week in the several Studies in each Grade.

	1st Year or Grade.	2d Year or Grade.	3d Year or Grade.	4th Year or Grade.	5th Year or Grade.	6th Year or Grade.	7th Year or Grade.	8th Year or Grade.	9th Year or Grade.
READING	14	14	10	5	5	5	5	4	Rhetoricals 3
SPELLING	14	14	10	4	4	4	4	3	Algebra 5
WRITING* (or Printing)	14	5	5	5	5	5	5	5	Arith. 1
ARITHMETIC	5 (oral)	5	5	5	5	5	5	5	Latin 5
GEOGRAPHY	2 (oral)	4 (oral)	5	5	5	5	4	4	Grammar 5
GRAMMAR				3 (oral)	3 (oral)	3 (oral)	5	5	German 5
HISTORY	1 (oral)	1 (oral)	1 (oral)	1 (oral)	1 (oral)	1 (oral)	1 (oral)	5	Phys. Geog. 1
NATURAL SCIENCE*	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	Drawing 2
DRAWING*	5	5	5	4	4	2	2	2	Music 2
MUSIC*	15 m. daily	15 m. daily	15 m. daily	15 m. daily	15 m. daily	15 m. daily	15 m. daily	15 m. daily	
Maximum Length of Lesson in minutes	15	20	20	25	25	30	30	30	40
Amount of Time devoted to Recitation per week	8 hours	10 hours	12 hours	15 hours	15 hours	16½ hours	17 hours	17 hours	25

* Exercises for the whole room.

NORMAL SCHOOL—Course of Study.

FOURTH CLASS. Time, 20 Weeks.	JUNIOR CLASS. Time, 20 Weeks.	MIDDLE CLASS. Time, 20 Weeks.	SENIOR CLASS. Time, 40 Weeks.
Reading. Physiology. Algebra. History (General). Latin. Writing.	Algebra. Latin. Geography (Physical). Geometry. Natural Philosophy.	Teaching Exercises. Latin. Geography (Physical). Arithmetic. Constitution United States. English Literature. Theory and Art of Teaching.	Teaching Exercises. Reading. Latin. Writing. Geography (Political). Arithmetic.
Zoology.	Zoology.		Theory and Art of Teaching. History of Education. Grammar Review. Course of Reading. Physiology. Psychology. Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.
Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.	Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.	Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.	

All Recitations are conducted with special reference to the modes of teaching the branch of study under consideration. Teaching Exercises in all studies are required in the Fourth and Junior Classes to be given to the class. The Teaching Exercises indicated in the Middle and Senior classes are before the whole school.

HIGH SCHOOL.—Course of Study.

JUNIOR YEAR.

STUDIES.	GENERAL COURSE.				CLASSICAL COURSE.			
	Quarters.				Quarters.			
	I.	II.	III.	IV.	I.	II.	III.	IV.
1. REVIEW MATHEMATICS. Arith. 150 pp.		Arith. finished.	Algebra—Quad- ratics.	Algebra finished.		Same.		
2. NATURAL PHILOSOPHY. To the Pulley.		To Mechanics of Aëriiform Fluids.	To Chromatics.	To Electricity.		Same.		
3. MANUAL OF ART..... OR GREEK	Architecture.	Sculpture.	Painting.	British & Amer- Painting. Music.	Leighton I—XXIV. Corresponding Sections	XXV—LIV. of Goodwin's	LV—LXXI. of Goodwin's	LXXII—CII. Grammat.
4. LATIN	Klemm. I—V Period. Simple Sent'ces. Poems & Trans- lations. Otto — Article. Declension, Gender, Proper Names. Det. adj. Storme, 1—10. Poems.	V Period. Complex Sen- tences. Auxiliary Verbs. Comparison.	VI Period to Schiller. Compound Sen- tences. Pronouns and Ir- regular Verbs.	Conversion of Schiller. Sentences. Inseparable, se- parable and neuter verbs.		Same.		
5. RHETORICALS	Caesar I, 1—10. Decl. & Conjug Punctuation, Force.	11—24. Syntax Nouns. Pitch. Figures.	25—48. Koods. Stress, Quality of Voice.	49—54 and II. Review. Letter Forma. Review.		Same.		
6. DRAWING (optional)...	Authors. Read- ing, Essays.	Authors. Recitations and declamations	Authors. Recitations and declamations		through out	the	Year.	

MIDDLE YEAR.

GENERAL COURSE. CLASSICAL COURSE.

STUDIES,	Quarters.				Quarters.			
	I.	II.	III.	IV.	I.	II.	III.	IV.
1. GEOMETRY and CHEMISTRY.	Book I. Reactions and Nomenclature. p. 80.	Books 2 and 3 Elements. p. 175.	Books 3, 4 & 5. Elements. p. 280.	Books 6 and 7. Processes. p. 367.	Same.			
2. HISTORY	Caesar III. IV.	IV.	Cicero In Cat. I and II. Etymol- ogy.	p. 367. III and IV.	Same.			
3. LATIN	Syntax Bingham 1-4.	5-9. and	10-14. Etymol- ogy.	15-18 & Review.	Same.			
or	Klein 17-213	214-244.	245-276.	277-299.				
GERMAN,	Otto, 231-283	284-343.	344-405.	406-435.				
or	Storme, 40-55	56-70.	71-85.	86-100.				
FRENCH.	Fasquelle. 31-72.	73-108.	109-133.	134-147 and ir- regular Verbs				
4. RHETORICAL (optional)	Sentences. Pur- propriety. Fig- ure.	Essays, Essays, Muscles, Diges- tion and Cir- culation.	Recitations and Propia. of style.	Review. Letter. Verbs.				
5. PHYSIOLOGY	Reading, Tissues and Bones.	Essays, Muscles, Diges- tion and Cir- culation.	Recitations and Propia. of style.	Review. Letter. Verbs.				
or	One set single Entry.	One set double Entry.	One set double Entry.	One set double Entry.				
BOOKKEEPING or								
GREEK or								
DRAWING.								

62-85.
Etymol-
ogy.

32-61. Etymol-
ogy.

17-31. Syn-
tax and

Reader 1-16.
Leighton's Add.
Ex. 1-IV.

VI-IX. X-XIV.

XV-XVIII.

SENIOR YEAR.

GENERAL COURSE.

CLASSICAL COURSE.

STUDIES.	QUARTERS.				QUARTERS.			
	I.	II.	III.	IV.	I.	II.	III.	IV.
1. HISTORY ENG. LITERAT.	IXth Era.	VIIIth and VIIth Eras.	VIIIth, VIIth, IVth and IIIrd Eras.	IIIrd and Ist Eras.	S	a	m o.	
2. SHAKESPEARE.....	2 Plays.	2 Plays.	2 Plays.	1 Play.	S	a	m o.	
3. CONSTITUTION U. S.	Closter Leg. Man. Syntax and Rhythm.	Pro Archia Poeta Virgil I & II.	Subject.	II, III and IV.	S	a	m o.	
4. RHETORICALS.....	Review Nencoste Zellgeschichte. Poems, Translation. Composition. Review Otto 2.P. Storme, Noa. 101-123.	Dichtungsarten und Formen. Maria Stuart und Jungfrau von Orleans.	Virgil throughout. 28-29. I'll und Her. man und Do-rothes.	Review. Iphigenia und Tass.				
5. HIGHER MATHEMATICS.	Irregular Verbs. Verification. Diction. Figures.	Irregular Verbs. Verification. Analysis of Orations. Figures.	Verbs (Classics). Special Proper-ties of Style. Forms of Let-ters. Review.	Classics and Re-view. General Review.	S	a	m o.	
6. GREEK.....	Reading on ce & Week Essays, declamations, and recitations.	Same	Analytical Geo-metry.	Astronomy.	tons throughout	the ye	ar	
NATURAL SCIENCE.....	Plain Trigonometry and Applications.	Same	Geology to History Geol.	Hist. Geology.	Reader 88-111. Syntax and Etymology.	112-136. 9-18.	III and IV. Prosody.	29-36.
MENTAL & MORAL PHIL.	Zoology, pp. 115	116-534 Topics.	Later Greek and Logic.	Dictations.	Prose Composition 1-8.	19-28.		

TABULAR VIEW OF COURSE OF STUDY IN GERMAN FOR THE SCHOLASTIC YEAR 1878-1879.

JOINT CLASSES OF GERMAN- AND ANGLO-AMERICANS.

GRADE I.		GRADE II.		GRADE III.	
STUDIES.		GRADE V.		GRADE VII.	
Oral Language Lessons. Real Objects and Stru- bing's Picture Charts used for demonstration forms. Phonic Analysis and Practice in the elementary forms of German script. <i>Oral translation</i> of everything spoken.	GRADE IV.	GRADE VI.		GRADE VIII.	
	Witter's New Second Reader, pages 41 to 108.	Witter's Third Reader, pages 9 to 153.		Witter's Third Reader, pp. 271 to 335;	
Grammar.	Lueken's Sprachschueler (Grammar) Chaps I and II, pages 5 to 24, to be taught in connection with reading.	Lueken's Sprachschueler, Chaps. III and IV, pp. 24 to 35, to be taught in connection with reading.		Lueken's Sprachschueler, Chaps. VIII, IX and X, pages 60 to 80.	
Dictation	Pieces from Reader (see selected by the teacher).	Pieces from Reader (see selected by the teacher).		Pieces from Reader (see selected by the teacher).	
Composition.	No Composition.	Modeling after some easy reading lesson. Easy stories and descriptions.		Short letters and answers; also, the reading to the class of some easy English selections by the teacher, and writing of the same from memory in German by the pupils.	
Penmanship	Witter's German Copy-Books, Nos 1 to 6.	No Penmanship.		No Penmanship.	
Translation, and Written.	Pieces from Second Reader (selected by teacher).	Pieces from Third Reader (selected by teacher).		Pieces from Reader (selected by teacher).	

Witter's First Reader, pages 28 to 60.
Witter's New Second Reader, pages 1 to 41.
Penmanship—Witter's German Copy-Books, Nos. 1 and 2.
Oral translation of everything that is written and read.

Phonic Analysis, Writing and Reading of German script. Slates (indulibly ruled) are used in these exercises.
Reading German print from Witter's First Reader, pages 5-23.
Oral translation of everything that is written and read.

Witter's First Reader, pages 28 to 60.
Witter's New Second Reader, pages 1 to 41.
Penmanship—Witter's German Copy-Books, Nos. 1 and 2.
Oral translation of everything that is written and read.

Witter's First Reader, pages 28 to 60.
Witter's New Second Reader, pages 1 to 41.
Penmanship—Witter's German Copy-Books, Nos. 1 and 2.
Oral translation of everything that is written and read.

Witter's First Reader, pages 28 to 60.
Witter's New Second Reader, pages 1 to 41.
Penmanship—Witter's German Copy-Books, Nos. 1 and 2.
Oral translation of everything that is written and read.

Witter's First Reader, pages 28 to 60.
Witter's New Second Reader, pages 1 to 41.
Penmanship—Witter's German Copy-Books, Nos. 1 and 2.
Oral translation of everything that is written and read.

Witter's First Reader, pages 28 to 60.
Witter's New Second Reader, pages 1 to 41.
Penmanship—Witter's German Copy-Books, Nos. 1 and 2.
Oral translation of everything that is written and read.

Witter's First Reader, pages 28 to 60.
Witter's New Second Reader, pages 1 to 41.
Penmanship—Witter's German Copy-Books, Nos. 1 and 2.
Oral translation of everything that is written and read.

Witter's First Reader, pages 28 to 60.
Witter's New Second Reader, pages 1 to 41.
Penmanship—Witter's German Copy-Books, Nos. 1 and 2.
Oral translation of everything that is written and read.

Witter's First Reader, pages 28 to 60.
Witter's New Second Reader, pages 1 to 41.
Penmanship—Witter's German Copy-Books, Nos. 1 and 2.
Oral translation of everything that is written and read.

TEXT BOOKS USED IN THE PUBLIC SCHOOLS.

DISTRICT SCHOOLS.

McGuffey's (Leigh's Phonetic) Primer, First Reader; McGuffey's Second, Third, Fourth, Fifth, and Sixth Reader (adopted 1867); Grammar, Greene's First Lessons and Analysis (new), adopted 1857); Robinson's First Book, and Shorter Course (adopted 1867); Ray's Algebra, Part II; Allen's Latin Method; Worcester's Speller; Webster's Primary Dictionary; Seavey's (Goodrich's) History of the United States (1865); Lueken's Sprachschueler, I & II; Witter's First, Second and Third German Readers; Klemm's History of German Literature; Warren's Common School Geography (1857); Spencerian System of Penmanship (1859); Witter's System of German Penmanship; Smith's Series Drawing Cards and Books (1874); Loomis' First Steps in Music, Nos. 2, 3 and 4.

NORMAL SCHOOL.

Arithmetic—D. P. Colburn (1857).

Geometry—Evans.

Physical Geography—Colton, Warren, and Guyot.

Natural Philosophy—Wells, Balfour Stewart.

Mental Philosophy—Haven.

Penmanship—Spencer.

Reading—Randall.

Algebra—Ray.

Geography—Warren, Colton, and Mitchell.

History—Freeman.

English Grammar—Fowler, March.

Vocal Music—The Song Garden, Concone's Vocal Exercises, Robyn's Classical Singer, (and Singer's Hand Book, Part 3, for School of Observation). Adam's Vocal Album. Selections.

Physiology—Loomis, Hitchcock.

Constitution of U. S.—Townsend.

Theory and Art of Teaching—Wickersham, and Rosenkranz.

History of English Literature—Collier, Hudson's Shakespeare.

Latin—Allen's and Greenough's Latin Grammar; Crosby's Eclogæ Latinæ. Allen's Selections from Ovid. Cicero's De Senectute; Cornelius Nepos.

Composition—Hart.

Drawing—Walter Smith.

HIGH SCHOOL.

English Literature. Collier's History of. (1868. Spalding's used for the previous ten years). Day's Rhetorical Praxis. Smith's Choice Specimens.

Latin.....Harper's Cæsar, Cicero, and Virgil; Harkness' Latin Grammar; Bingham's Latin Composition; White's Lexicon; (1877).

(Leighton's Latin Lessons, }
Allen's Latin Composition,) } 1873.

(Smith's Principia, 1864. Andrews' Reader, 1857.)

(Allen & Greenough's Grammar, 1873.)

(Hanson's Prose Selections, 1866.)

(Andrews & Stoddard's Grammar, 1863.)

(Bullion's, 1858.)

(Arnold's Prose Composition, (1858.)

Virgil (1859.)

Andrews' or Anthon's Lexicon (1859).

- Greek*.....(Harkness' First Greek Book (Arnold's, 1858.)
 Leighton's Lessons (1875. Crosby, 1859.)
 Goodwin's Grammar (1875. Crosby, 1859.
 Bullion's 1858.)
 Arnold's Prose Composition (1858.)
- Greek*.....Goodwin's Reader (1875. Felton's, 14 years.
 Owen's 1862-63.)
 Crosby's Anabasis (1861. Owen's 1859.)
 Felton's or Owen's Homer (1859.)
 Liddell & Scott's Lexicon (1859.)
- French*.....Borel's Grammaire (1871. Pinney and Arnoult's 1862. Abn's, 1868.)
 Les Princes de l'Art (1871.)
 Fasquelle's Introductory Course (1869.)
 Fisher's Easy Reading (1871. Fasquelle's, 1869.)
- German*.....Otto's German Grammar (1861. Woodbury's, 1859.)
 Storme's Select German Stories.
 Klemm's History of German Literature.
- History*Wilson's Outlines (1858. Goodrich, 1854).
- Mathematics*Ray's Algebra, Part 2d (1868. Part 1st, 1869-1871.)
 Chauvet's Geometry (1869. Loomis', 11 years.)
 Chauvenet's Trigonometry (1869. Loomis', 13 years.)
 Loomis' Analytical Geometry, (1869. 1854-1875.)
 Snell's Olmsted's Astronomy, (1870. Loomis', 11 years.)
- Natural Philosophy*...Norton's (1875. Tate's, 1859 - 1861. Wells', 14 years.)
- Chemistry*Barker's (1875. Porter's, 1866-1874).
 Youman's, 1859-1865.)

- Natural History*.....Warren's Physical Geography (1859).
 Hitchcock's Physiology (1869. Hooker's,
 10 years.)
 Gray's Botany, Taney's Zoology.
 Dana's Geology.
 Gray's Botany (1859.)
 Tenney's Zoology (1871. Agassiz and
 Gould's, 12 years.)
 Dana's Mineralogy (1872).
 Dana's Geology (1872. Adams', 1859—
 1861. Hitchcock's, 10 years.)
- Mental Philosophy*....Schwegler's History of. (1873. Way-
 land's, 1860. Haven's, 13 years.)
- Moral Philosophy*.....Hickock's (1860. Wayland's (1859.)
- Bookkeeping*Payson, Dunton, and Scribner's (1861.)
- Rhetoricals*Randall's Elocution (1869.)
 Day's Rhetorical Praxis (1869.)
 Webster's Academic Dictionary (1868.)
 McGuffey's Sixth Eclectic Reader (1868.
 Sargent's Reader.)
 Smith's Choice Specimens (1872).
- Music*Concone's Vocal Exercises (1868).
 Robyn's Classical Singer (1871.)
- Art*.....Huntington's Manual (1865.)

The changes in the Course of Study, as above given, are not very material. They relate more especially to Arithmetic in the lower grades and to the continuation of some of the district school studies into the High School Course.

The tendency to teach some of the branches orally instead of by text-book, has modified the course in Geography and Arithmetic. All teaching struggles between the tendency to too much prescription on the one hand and too much spontaneity on the other. It were desirable to blend the two tendencies. The child must learn obedience and self-sacrifice, in order that he may prepare himself for a life of combination with his fellow-men. Man as a mere individual is a very insignificant creature—not much more than a mere animal. But through his institutions—language lying at the basis of them all—he manages to combine the results of all individuals and serve them up for each. The experience of each man, by the aid of language, is communicated to his fellow-men and each individual shares in the experience of all his fellows without having to undergo the aggregate amount of pain which that experience cost. So, too, the individual confines his labor to a particular trade or vocation, devoting himself to it exclusively. But through the institution of Civil Society, which organizes the industries, and makes commerce collect and distribute all the products, each man is enabled to share in all the products of human labor, in return for the mite which he contributes by working at his trade or vocation. All human institutions whether they belong to Civil Society or to the State, or to the Church, have for their object this participation of the individual in the life of his race. Self-sacrifice is the condition of this participation.

Hence it is obvious that education must make obedience to prescribed forms the larger part of its work. The child must learn to behave, so that he may combine with his fellow men and participate in their labors. He must be initiated into habits of regularity, punctuality, silence, neatness, courtesy, kindness, liberality, truthfulness, patience, self-denial, and industry. He must acquire faculties of attention, perception, memory, reflection and insight.

But all this is opposed to his caprice—to his natural likes and desires—to his immediate proclivity for pleasure and enjoyment.

If there is nothing in education but work, and obedience to what is prescribed, the child gets his individuality crushed out of him and he becomes a wheel in the clockwork of society, but no independent source of good to his race or to himself.

Play is the opposite of work in the fact that it is the pure exercise of caprice and particular will. If the individual can retain his originality and freshness and yet acquire the habits that are necessary for combination with his fellow-men, he becomes a truly educated human being.

Hence the struggle of all thinking educators is to correct the one-sidedness of mere Chinese prescription by means of methods that develop spontaneity. This tension is so strong that it frequently results in extremes. Methods spring up that are very prejudicial to the best interests of education. The oral method, intoxicated with its exercise of the arbitrary will—the caprice which may not only set the length of the lesson and the manner of treating it but also set the order of taking up subjects or of omitting them—proscribes the text book method as “mechanical book-cramming.” But it finds soon that if it would produce rational results it must make the pupil perform *work*; and not only *work* in the recitation is necessary, but *work* by himself in the preparation of his lesson. Hence the oral method quickly drifts into the stage of the preparation of manuscript text books. The teacher dictates much and the pupil copies much. But the manuscript text book is never a good one. Its contents lie confused in the pupil’s mind, and altogether too much time is required to make such books. Hence the oral teacher prints his book and by this time has got back to the text book method. With the text book he can secure work on the part of the pupil to the best advantage—but now appears another danger—that of the increase of indolence on the part of the teacher, or of his adoption of mere mechanical methods. The teacher, not finding it necessary to study his lesson thoroughly, neglects to penetrate its underlying principles, and does not get sufficient interest in it to make the recitation a living process. The best part of the teacher’s insight should be the comprehension of the genesis of treatment of topics—their necessary order and dependence—and the text book tends to withdraw from the teacher’s attention the necessity of this in-

sight and to lead him to take for granted what is given in the book.

Somewhat in the same way the Course of Study wavers to and fro between language studies and the studies that deal with nature—i. e., mathematics and physical sciences. It is forgotten that language is the revelation of reason itself; that it is the means of combination of man with man, by which he becomes civilized and elevated above the brute. Mathematics and natural science give to man the command of nature as an instrument. He conquers nature and achieves bodily freedom to such an extent that his food, clothing and shelter are made for him by the natural forces toiling for him in his mills and shops.

The educator sees the immediate value of the knowledge which gives him power over nature, but does not so readily perceive the primary importance of that knowledge of man, of his passions and desires, of his habits and customs and of his ethical laws that make combination of the individual with his fellow-man in society, possible. Therefore he underrates the study of language and literature and esteems it to be merely "ornamental."

Or, on the other hand, it has happened that the humanities have been so much preferred that mathematics and science have been neglected and the bodily freedom of man allowed to suffer.

Without the insight into the human heart which the study of language alone can give, man would not be able to make those combinations which are essential to civilized life. Without mathematics and natural science man could not conquer nature but would be its slave, having to be a drudge in the service of the body—for food, clothing and shelter.

So too, of the tendency to convert common schools into apprentice-shops wherein the trades and arts of life are taught. For a while this tendency is followed until the substantial studies for intellectual and human combination are neglected for such studies as give one the direct means of a livelihood.

Then comes a reaction and all "ornamental" branches are excluded from the Course of Study. "Ornamental" is made to include even such studies as are industrial in their tendency.

The Course of Study is dependent upon the great currents that flow in society and in the nation.

In the days of financial inflation when the nation is sending its bonds abroad and is realizing material productions for its obligations, there is a giddy inflation of its educational theories. When the nation comes to economize and take up its obligations, it becomes unreasonably conservative and reactionary.

Thus the Bulls and Bears in Education hold alternate sway. The work of teachers and school boards must be to prevent too great reactions in either direction.

Respectfully submitted,

WM. T. HARRIS,

Superintendent.

APPENDIX.



ANNUAL REPORT OF SECRETARY.

FOR 1877-78.

*Office of the Board of the St. Louis Public Schools, }
St. Louis, August 1, 1878.*

*To the Honorable the Board of President and Directors of the
St. Louis Public Schools:*

GENTLEMEN—The Annual Reports of the Secretary for the fiscal year ending July 31, 1878, are herewith submitted.

1. **BILLS RECEIVABLE**, on hand July 31, 1878.
2. **RECEIPTS AND EXPENDITURES** during the year, from August 1, 1877, to July 31, 1878, both days inclusive.
3. **BALANCE SHEET** for the year ending July 31, 1878.
4. **SCHOOL EXPENSES PROPER** for the year ending July 31, 1878.
5. **REAL ESTATE AND IMPROVEMENTS** for school purposes belonging to the Board. July 31, 1878.
6. **LIST OF UNLEASED LANDS** belonging to the Board, July 31, 1878, for revenue purposes.
7. **LIST OF LEASED LANDS**, belonging to the Board, July 31, 1878, for revenue purposes.

MILTON H. WASH,
Secretary.

Bills Receivable on Hand, July 31, 1878.

DATE OF NOTE.	BY WHOM GIVEN.	TIME.	ON WHAT ACCOUNT.	AMOUNT.
1869, May.....21	W. D. Spore.....	3 years.	Sale 16th Section.....	246 55
1872, March.....1	W. C. Bole.....	5 "	Lots 29 and 30, Block 200.....	292 40
1872, ".....1	Wm. McCormack.....	5 "	W 1 $\frac{1}{2}$ 38, Walnut Hill Add.....	46 86
1873, July.....14	Richard Garstang.....	6 "	11, 12 and 13, Block 47.....	697 40
1873, ".....14	".....	6 $\frac{1}{2}$ "	".....	25 83
1873, ".....14	".....	7 "	".....	671 57
1873, February..14	Pat Doyle.....	5 "	W 1 $\frac{1}{2}$, 24, Walnut Hill Add.....	110 41
1873, November..14	St. Louis & Iron Mountain R.R.Co.	5 "	Block 864 and pt. 855.....	3,400 00
1873, ".....14	".....	6 "	".....	6,400 00
1873, ".....14	".....	7 "	".....	6,400 00
1873, ".....14	".....	8 "	".....	6,400 00
1873, ".....14	".....	9 "	".....	6,400 00
1873, ".....14	".....	10 "	".....	6,400 00
1873, ".....14	".....	10 "	".....	80,000 00
1873, March.....11	Henry Hutchinson.....	5 "	E 1 $\frac{1}{2}$, 26, Walnut Hill Add.....	88 35
1873, July.....8	Henry Stucksteed.....	5 "	Lots 11 and 12, Block 20.....	485 85
1873, August....26	James Sannett.....	5 "	Lot 10, Block 200.....	220 83
1873, December..9	Richard Garstang.....	5 "	Lots 9 and 10, Block 47.....	507 91
1873, November..11	John Loyd.....	2 "	Lot 3, Survey 8003.....	135 00
1873, ".....11	".....	3 "	".....	147 50
1873, ".....11	".....	4 "	".....	140 00
1873, ".....11	".....	5 "	".....	132 50
1873, December..9	John Zuckowsky.....	5 "	Lots 7 and 8, Block 200.....	441 66
1873, ".....9	George Glassner.....	5 "	Lot 25, Block 884.....	198 75
1874, January....18	Phil. Firmbach.....	5 "	Lot 13, Block 892.....	220 00
1873, November..11	John F. Rhode.....	5 "	Lot 8, Doll's Subdivision.....	88 35
1874, March.....10	David L. Anderson.....	5 "	Lots 13 and 14, Block 884.....	284 45
1874, July.....14	Ann Cavanaugh.....	4 "	Lot 12, Doll's Subdivision.....	8 33
1874, ".....14	".....	5 "	".....	88 33

APPENDIX.

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1874, August.....11	Pat Reedy.....	4 years.	Lot 9, Doll's Subdivision.....	40 00
1874, ".....11	".....	5 "	".....	132 50
1874, July.....14	Jas Walsh.....	5 "	Lot 14, Survey 3003.....	132 50
1874, September 18	G. H. Timmerman.....	4 "	Pt Block 47, and 587 N.....	2,077 60
1874, August.....11	John Walsh.....	5 "	Lot 8, Survey 3003.....	132 50
1875, April.....13	R. Stuecker.....	3 "	Lot 4, Block 888.....	172 08
1875, ".....18	".....	4 "	".....	163 33
1875, ".....18	".....	5 "	".....	154 60
1875, June.....8	St. Louis Cotton Compress Co.....	4 "	Pt Block 859.....	13,667 82
1875, ".....8	Robert Greene.....	2 "	Lots 31 and 32, Block 2305.....	310 00
1875, ".....8	".....	3 "	".....	295 00
1875, ".....8	".....	4 "	".....	280 00
1875, ".....8	".....	5 "	".....	266 00
1875, December..14	Pat Fogarty.....	5 "	Lot 11, Survey 3003.....	132 50
1876, January.....11	Bridget Rogan.....	1 "	Lot 5, Survey 3003.....	54 00
1876, ".....11	".....	2 "	".....	155 00
1876, ".....11	".....	3 "	".....	147 50
1876, ".....11	".....	4 "	".....	140 00
1876, ".....11	".....	5 "	".....	132 50
1876, ".....11	David Shaw.....	3 "	Lot 13, ".....	147 50
1876, ".....11	".....	4 "	".....	140 00
1876, ".....11	".....	5 "	".....	132 50
1876, March.....14	Pat Graham.....	1 "	Lot 4, Block 1837.....	162 50
1876, ".....14	".....	2 "	".....	155 00
1876, ".....14	".....	3 "	".....	147 50
1876, ".....14	".....	4 "	".....	140 00
1876, ".....14	".....	5 "	".....	132 50
1876, April.....11	Pat Gahan.....	3 "	Lots 9 and 30, Block 1837.....	295 00
1876, ".....11	".....	4 "	".....	280 00
1876, ".....11	".....	5 "	".....	265 00
1876, May.....9	E. Gottlieb Raaf.....	3 "	Lots 18 and pt 17, Block 200.....	130 48
1876, ".....9	".....	4 "	".....	114 35
1876, ".....9	".....	5 "	".....	108 22
1877, January.....14	Tobias Lorey.....	3 "	Lot 2, Block 892.....	173 08
1877, ".....14	".....	4 "	".....	163 33

Bills Receivable on Hand July 31st, 1878.—(Continued.)

DATE OF NOTE.	BY WHOM GIVEN.	TIME.	ON WHAT ACCOUNT.	AMOUNT.
1877, January.....	14 Tobias Lorey.....	5 years.	Lot 2, Block 892.....	154 60
1877, ".....	14 Henry Schaafs.....	2 " "	Lot 15, Survey 3003.....	173 60
1877, ".....	" " ".....	3 " "	" " ".....	165 20
1877, ".....	" " ".....	4 " "	" " ".....	156 80
1877, ".....	" " ".....	5 " "	" " ".....	148 40
1867, September.....	16 James Ryan.....	Past due.	T. 45, R. 7, School Loan.....	700 00
1868, February.....	10 John S. & J. W. Stevens.....	" "	" " ".....	800 00
1869, March.....	21 John M. Dutro.....	" "	" " ".....	1,175 00
1869, October.....	18 Ben. S. Anderson.....	" "	" " ".....	1,500 00
1869, November.....	5 G. W. Link & Josh. Hickman.....	" "	" " ".....	1,200 00
1870, September.....	12 W. H. Gummersell.....	" "	" " ".....	11,000 00
1871, July.....	21 Jas. W. Link.....	" "	" " ".....	3,000 00
1872, October.....	17 John F. Quisenberry.....	" "	" " ".....	3,000 00
1876, January.....	27 Wm. F. Taylor.....	" "	" " ".....	13,700 00
1876, July.....	15 Ellen & F. J. Smith.....	" "	" " ".....	458 00
1868, June.....	15 Thos. Thomas.....	" "	" " ".....	900 00
1872, March.....	13 Thos. Mosley.....	" "	" " ".....	497 88
1876, September.....	23 Benj. F. Buchanan.....	" "	" " ".....	3,000 00
1877, August.....	14 Dora Rathert.....	1 year.	Lot 8, Block 893.....	243 75
1877, ".....	" " ".....	2 years.	" " ".....	282 50
1877, ".....	" " ".....	3 " "	" " ".....	221 25
1877, ".....	" " ".....	4 " "	" " ".....	210 00
1877, ".....	" " ".....	5 " "	" " ".....	198 75
1871, September.....	4 August Hill.....	Past due.	T. 45, R. 6, School Loan.....	1,621 23
1869, September.....	30 Sam. Pettigrew.....	" "	" " ".....	100 00
1854, June.....	1 Henry Barron.....	" "	T. 46, R. 7, ".....	600 00
1873, December.....	31 Edw. James.....	" "	" " ".....	1,407 19
1869, November.....	8 Edward M. Avery.....	" "	Co. Schools Capit. School Loan.....	500 00
1870, January.....	4 Dav. L. Bassett.....	" "	" " ".....	1,000 00

Past due.					
1870, February..12	Mary C. Brockhead.....	"	"	"	2,800 00
1871, January....7	Pat. & Jas. Brennan.....	"	"	"	400 00
1876, September.23	Benj. F. Buchanan.....	"	"	"	2,500 00
1875, February..18	Antoine Creely.....	"	"	"	2,000 00
1875, November.25	Chas. M. Forbes.....	"	"	"	1,850 00
1869, April.....12	Dennis O. Gorman.....	"	"	"	1,000 00
1871, September..4	August Hill.....	"	"	"	604 64
1870, September.24	H. W. Leffingwell & W. B. Swan..	"	"	"	10,000 00
1873, August....18	James Miller.....	"	"	"	4,500 00
1872, March.....13	Thos. Mosley.....	"	"	"	1,392 52
1870, December..5	Henry Revls.....	"	"	"	1,000 00
1870, May.....16	Magnus Storch.....	"	"	"	2,700 00
1872, August....13	W. L. Wickham.....	"	"	"	2,500 00
1870, January...13	Henry W. Tonklus.....	"	"	"	1,800 00
1871, September..4	Aug. Hill.....	"	"	"	225 00
1872, March.....13	Thos. Mosley.....	"	"	"	109 60
1873, December.31	Edward James.....	"	"	"	1,000 00
1869, September.30	Sam. Pettigrew.....	"	"	"	400 00
1868, August....27	".....	"	"	"	1,000 00
1876, September.23	Michael Heller.....	"	"	"	1,500 00
1871, September..4	August Hill.....	"	"	"	48 00
1873, December.31	Edward James.....	"	"	"	738 36
1873, ".....31	".....	"	"	"	1,295 69
1877, May.....8	Mary Donovan.....	"	"	"	182 66
	Lot C, Block 583, W.....	"	"	"	
	5 years.				
	Total.....				\$231,550 84

Receipts and Expenditures of the St. Louis Public Schools, for the Year ending July 31, 1878.

RECEIPTS.		EXPENDITURES.	
FROM—		FOR—	
Rents collected	\$47,427 10	Insurance	\$ 1,182 25
Bills payable non discounted short loan	90,000 00	Interest	6,804 85
School Bonds sold	150,000 00	Bills payable	479,260 00
Bills receivable	46,907 65	Rent of School houses.	5,674 60
Interest.	10,300 12	Fuel.	7,012 63
Special Taxes refunded	89 50	Gas.	5,120 11
Real Estate (cash payments)	187 50	Furniture	12,913 42
Taxes, of City Collector	891,599 98	Expense account	15,111 11
General Taxes refunded	47 50	Supplies and Text Books	23,874 32
Gas refunded	3 00	Repairs	36,782 94
Old Furniture sold	78 15	Real Estate and Improvements	175,902 93
State School Fund	85,117 07	Janitors' Salaries	53,537 30
State Bonds paid at maturity	5,000 00	Officers' Salaries	27,162 85
Tuition—non-resident and Kindergarten pupils.	5,582 80	Teachers' Salaries	607,929 25
Supplies refunded	1,751 63	Tuition Ferguson School	329 25
Fines collected	461 00	Cleaning Vaults.	812 35
Insurance Premium refunded	11 25	Special Taxes	278 82
Repair Account—amount refunded	91 49	Public School Library.	12,999 50
County School's Capital and districts'	22,281 16	Contingent Fund.	300 00
ent by line dividing City and County.	157,363 62	General Taxes	331 80
Balance in the Treasury Aug. 1, 1877.		District Warrants	199 33
Total	\$1,514,300 52	Printing	5,944 87
		Balance in Treasury Aug. 1, 1878.	34,836 54
		Total	\$1,514,300 52

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BALANCE SHEET for the year ending July 31, 1878.

Accounts.	Ledger-Balances.		Receipts & Expenditures.		Assets and Liabilities.	
	Debit.	Credit.	Debit.	Credit	Debit.	Credit.
ASSETS.						
Real Estate for revenue	\$ 1,276,633 50		187 50		1,276,633 50	
R. E. for Sch'l purposes	2,708,676 72			175,902 93	2,708,676 72	
Bailiff (rent bills)	20,435 80		47,427 10		20,435 80	
Public School Library	84,190 30			12,999 50	84,190 30	
City Collector (taxes)	800,887 53		891,599 98		309,887 53	
Taxes due from tenants	8,842 08		47 50	331 80	8,842 08	
Bills Receivable	231,550 84		46,907 65		231,550 84	
Mo. State Bonds	51,645 64		5,000 00		51,645 64	
Build'g Committee Contingent fund.	100 00				100 00	
Town's p 45 R. 6, Distr 3	912 13				912 13	
" 45 R. 7, " 2	1,623 91				1,623 91	
Cash in Treasury	34,836 54				34,836 54	
LIABILITIES.						
Bills Payable		362,000 00	240,000 00	479,260 00*		362,000 00
Due on Contracts		1,285 00				1,285 00
Contingent Fund		26 61		300 00		26 61
Payments maturing	1,295 00					
Bonded debt fund.		12,051 30				
Bills payable maturing.	12 051 30					
REVENUE.						
Delinquent Taxes		198,159 04				
Fines collected		461 00	461 00			
Gen'l & Delinquent tax.		891,599 58				
County ch'l Capital & Sundry Districts under scheme & Charter)		185,301 88	22,281 16	199 33		
Rents maturing		51,556 29				
State School Fund		85,117 07	85,117 06			
Tuition Kindergarten &c.		5,253 55	5,582 80	329 25		
Taxes for 1877.		111,791 49				
EXPENSES.						
Cleaning Vaults	812 35			812 35		
Expense (general)	15,499 96			15,111 11		
Fuel	7,012 03			7,012 03		
Furniture	12,835 27		78 15	12,913 42		
Gas	5,117 11		3 00	5,120 11		
Interest		3,951 57	10,300 12	6,804 85		
Insurance	1,171 00		1 25	1,182 25		
Janitors' Salaries	53,537 30			53,537 30		
Officers' "	27,162 35			27,162 35		
Printing	5,928 57			5,944 85		
Rent of School houses	5,674 60			5,674 60		
Repairs	36,850 24		91 49	36,782 94		
Special taxes	189 32		89 50	278 82		
Supplies and Text Books	20 062 36			23,874 32		
Teachers' Salaries	607,929 25			607,929 25		
Text Books	2,057 83		1,751 63			
St. Louis Public Schools		3,635,958 25				
	\$5,544,523 03	\$5,544,523 03	\$1,356,936 90	\$1,479,463 98		
Cash on hand August 1, 1877			157,363 62			
Cash on hand August 1, 1878				34,836 54		
			\$1,514,300 52	\$1,514,300 52		
Assets over Liabilities						\$4,366,014 98
					\$4,729,336 59	\$4,729,336 59
*) Net amount paid on account of Bonded Debt.						
Cash on hand — less than last year			\$242,600 00			
			122,527 08			
Net revenue over Expenditures			\$120,072 92			

Detailed Statement of the Expenses of each School, for the Year ending July 31, 1878.

Name of School.	Teachers' Salaries.	Auditors' Salaries.	Repairs.	Supplies.	Sundries.	Furniture.	Fuel and Light.	Cleaning Vauls.	Rent.	Total.
Normal.....	12,249 10	625 00	312 46	497 05	33 55	17 70	.....	.....	.....	13,735 86
High.....	20,711 25	805 00	1,536 50	188 90	75 99	105 45	268 25	.....	.....	23,191 43
Branch High No. 1..	13,723 15	770 00	773 80	249 92	5 50	551 52	.....	.....	.....	16,073 89
" " 2..	9,249 25	.....	.....	10 61	.....	.....	.....	.....	.....	9,259 86
" " 3..	7,330 35	.....	.....	89 79	.....	.....	.....	.....	.....	7,420 04
" " 4..	6,667 60	.....	.....	168 91	.....	.....	.....	.....	.....	6,836 54
" " 5..	3,794 30	.....	.....	87 29	.....	.....	.....	.....	.....	3,881 59
Ames.....	11,728 90	1,090 00	1,218 14	704 79	31 00	649 35	374 44	.....	.....	18,826 62
Ashland.....	3,551 80	355 00	100 40	62 37	75	81 30	44 25	.....	.....	4,195 77
Baden.....	644 30	120 00	19 15	62 88	7 60	17 35	33 30	.....	.....	904 38
Bates.....	10,586 15	805 00	666 76	319 41	21 50	4 45	285 54	.....	.....	12,688 81
Bates Primary.....	956 85	157 50	330 44	.....	15 50	12 25	38 75	16 00	250 00	1,797 99
Benton.....	10,998 35	805 00	819 55	164 95	50 25	4 50	166 15	.....	.....	13,008 75
Benton Station.....	1,399 20	195 00	101 90	59 41	.....	9 35	22 35	.....	.....	1,778 21
Blow.....	7,500 85	865 00	452 79	331 67	30	56 12	29 80	122 00	43 55	9,401 28
Bell Avenue.....	834 00	216 00	87 65	81 39	.....	459 40	79 75	.....	.....	1,758 19
Bryan Hill.....	143 85	87 50	36 60	41 34	4 00	164 25	64 75	.....	.....	542 89
Carondelet.....	9,926 35	805 00	975 48	424 90	6 28	15 50	129 00	39 20	.....	12,312 71
Carr.....	6,752 50	625 00	208 92	61 38	46 25	2 00	51 67	.....	.....	7,750 72
Carr Lane.....	12,013 00	805 00	350 90	264 73	68 25	29 25	217 53	.....	.....	13,748 66
Carr Lane Primary..	2,342 20	490 00	423 75	33 45	2 75	46 50	.....	.....	.....	3,338 35
Carroll.....	14,490 10	1,165 00	836 43	469 43	117 65	8 17	212 90	.....	.....	17,299 68
Carroll Primary.....	.....	.....	85 50	.....	.....	3 25	.....	.....	1,000 00	1,088 75
Charles.....	6,886 55	600 00	488 11	145 63	21 25	112 38	6 00	.....	.....	8,259 92
Cheltenham.....	1,323 10	195 00	230 15	58 57	.....	22 35	22 75	.....	.....	1,851 92
Chouteau.....	6,804 70	570 00	382 16	290 44	14 50	12 63	147 79	.....	.....	8,131 62
Clark.....	4,022 55	705 00	219 04	.....	17 05	.....	38 40	.....	.....	5,002 04
Clay.....	14,409 55	1,337 50	599 32	465 62	29 75	72 57	283 72	.....	.....	17,258 03
Clinton.....	13,780 20	805 00	856 61	417 97	27 85	47 33	232 44	.....	.....	16,167 40
Clinton Branch.....	2,314 00	570 00	145 75	.....	44 10	59 64	75 21	.....	.....	3,208 70

Compton.....	2,686 90	330 00	249 29	83 04	.....	55'	.....	177 35	.....	8,327 16
Cofe Brillante.....	5,068 55	615 00	400 24	114 84	2 00	1 50	.....	52 50	.....	6,360 93
Des Peres.....	2,475 70	330 00	65 67	35 49	2 00	1 15	.....	.....	.....	2,910 01
Divol.....	11,664 40	865 00	670 65	378 69	49 00	2 50	.....	.....	.....	13,849 69
Dodier.....	3,125 10	330 00	125 38	21 94	75	60	.....	.....	.....	4,148 97
Douglas.....	7,657 55	805 00	403 84	500 60	91 65	27 00	.....	.....	500 00	9,678 14
Eads.....	6,334 60	570 00	514 99	500 60	40 41	20	.....	.....	.....	7,552 93
Eliot.....	10,456 50	805 00	401 83	212 80	63 14	18 83	.....	.....	.....	12,109 58
Ellersdville.....	10,251 25	915 00	2,759 81	288 88	18 75	112 10	.....	.....	.....	14,599 55
Everett.....	13,305 70	1,105 00	640 26	330 38	37 10	25	.....	.....	.....	15,675 63
Franklin.....	14,943 00	1,250 00	575 37	432 25	90 35	4 00	.....	.....	.....	17,507 72
Franklin Branch.....	4,494 15	625 00	38 57	.....	38 50	.....	.....	.....	.....	52,77 97
Gamble.....	5,165 95	450 00	319 62	.....	62 65	91 05	.....	.....	.....	6,152 72
Gardenville.....	1,211 40	185 00	320 01	73 18	1 75	30 25	.....	54 10	.....	1,825 69
Grandview.....	1,114 70	165 00	209 91	.....	.....	5 25	.....	.....	.....	1,515 61
Gravols.....	3,482 60	330 00	266 13	50 33	12 45	35 08	.....	.....	.....	4,184 84
Hamilton.....	8,527 75	680 00	320 91	404 31	7 50	3 58	.....	.....	.....	10,101 80
Humboldt.....	14,918 80	1,212 50	882 54	372 35	84 00	50 68	.....	.....	.....	17,858 82
Irving.....	10,091 05	805 00	1,642 35	420 06	8 00	99 95	.....	.....	.....	13,441 38
Jackson.....	7,115 50	720 00	648 23	363 31	2 80	118 65	.....	.....	.....	9,320 84
Jefferson.....	11,373 70	930 00	310 31	408 89	54 50	1,593 63	.....	.....	.....	14,951 91
Jefferson Branch.....	8,115 60	615 00	190 17	.....	22 91	383 85	.....	.....	1,800 00	6,140 03
Laclede.....	11,430 40	805 00	1,188 30	140 50	76 75	27 20	.....	.....	.....	13,938 45
Lafayette.....	11,781 05	858 35	1,407 92	219 83	39 00	348 20	.....	.....	.....	14,763 35
Lincoln.....	10,779 80	805 00	476 63	87 40	39 50	10 20	.....	.....	.....	12,321 72
Lowell.....	1,895 05	240 00	73 13	88 56	2 65	35 35	.....	.....	.....	2,367 24
Lyon.....	14,138 75	1,075 50	893 71	351 15	21 25	35 91	.....	.....	.....	16,705 77
Madison.....	13,241 80	805 00	462 55	665 19	73 75	80 20	.....	.....	.....	15,488 79
Meramec.....	2,541 65	352 50	34 98	48 00	12 00	1 35	.....	.....	.....	2,990 48
Mullarphy.....	1,164 75	478 35	138 54	.....	13 15	1,123 80	.....	.....	280 00	3,413 89
Oak Hill.....	2,084 70	237 50	480 84	61 46	.....	20 50	.....	.....	.....	2,845 00
O'Fallon.....	16,225 55	1,255 00	974 76	661 92	40 45	85 00	.....	.....	.....	19,538 18
Peabody.....	11,247 60	1,200 00	1,001 91	341 12	73 55	118 30	.....	.....	.....	14,394 45
Penrose.....	5,078 25	519 00	111 30	42 63	1 00	5 00	.....	.....	.....	5,844 83
Pestalozzi.....	6,811 40	541 00	399 48	177 58	32 40	149 95	.....	.....	.....	8,111 76

Detailed Statement of the Expenses of each School, for the Year ending July 31, 1878. (Continued.)

Name of Schools.	Teachers' Salaries.	Janitors' Salaries.	Repairs.	Supplies.	Sundries.	Furniture.	Fuel and Light.	Cleaning Vaults.	Rent.	Total.
Pope	11,521 85	880 00	512 86	339 38	75 50	128 75	169 55	.....	.....	18,627 89
Rock Spring.....	5,621 00	610 00	1,086 62	825 47	14 50	63 60	89 15	.....	.....	7,760 34
Shaw	2,132 80	355 00	486 59	.....	.....	53 50	53 40	22 60	.....	3,103 39
Shepard	7,288 15	721 25	263 67	101 79	38 95	422 00	177 50	.....	.....	9,008 31
Stoddard	16,434 40	1,220 00	357 60	718 45	55 73	50	174 52	.....	.....	18,961 20
Stoddard Branch...	741 30	741 35	367 87	.....	47 25	1,599 25	271 85	.....	.....	3,768 87
Webster (old).....	12,611 95	805 00	601 54	423 36	46 10	45 25	172 09	.....	.....	14,705 29
Webster (new).....	9,065 35	845 00	378 01	163 63	56 90	17 75	307 00	.....	.....	10,833 64
Sumner High	8,596 45	865 00	234 77	244 71	46 25	33	108 70	24 00	.....	10,120 21
No. 2.....	2,239 15	330 00	308 70	86 26	75	5 10	62 35	.....	.....	3,082 31
No. 3.....	969 60	330 00	87 85	36 59	57 25	38 80	77 25	.....	.....	1,596 84
No. 4.....	2,748 00	330 00	112 16	33 61	1 00	4 22	52 80	.....	.....	3,281 79
No. 5.....	1,157 35	180 00	164 23	100 44	22 75	40 00	32 40	.....	400 00	2,087 17
No. 6.....	1,430 60	172 50	75 67	33 78	.....	10	.....	27 00	.....	1,739 65
No. 7 (Rock Spring)...	1,148 40	195 00	406 40	76 25	.....	11 85	.....	.....	.....	1,837 90
No. 8 (Elleardsville)...	1,477 35	195 00	306 22	81 94	.....	24 75	.....	28 35	.....	2,113 61
No. 9 (Lowell).....	644 35	60 00	124 18	26 64	.....	2 35	47 35	.....	147 00	1,051 87
No. 10 (Cheltenham)...	564 85	86 63	6 65	50 50	5 00	226 45	9 10	.....	70 00	1,019 21
No. 11 (Baden).....	373 65	66 65	16 75	50 43	3 00	12 85	.....	6 00	18 00	547 33
No. 12	80 95	50 00	.....	19 47	.....	.....	.....	.....	.....	150 42
Music, Drawing and Kindg. Supervision	11,342 20	.....	.....	.....	.....	.....	.....	.....	.....	11,342 20
Total Exp. Day Sch.	586,325 85	48,367 61	37,196 77	15,876 94	2,233 21	9,886 80	9,444 08	785 95	4,508 35	\$713,625 56
Total Exp. Eve. Sch.	23,603 40	1,010 90	.....	728 84	.....	.....	1,935 73	.....	.....	26,273 97
Grand Total.....	\$607,929 25	\$49,378 51	\$37,196 77	\$16,600 28	\$2,233 21	\$9,886 80	\$11,379 81	\$785 95	\$4,508 35	\$739,898 98

Real Estate and Improvements for School Purposes, July 31, 1878.

NAME OF SCHOOLS.	WHERE LOCATED.	Estimated Value of Ground.	Estimated Value of Houses and Furniture.	TOTAL.
Pub. Sch. Polyt. Bldg.	Corner 7th and Chestnut Sts.	\$80,000 00	\$374,930 07	\$454,930 07
High	Corner 15th and Olive Sts.	35,600 00	41,469 98	76,469 98
Ames	Hebert St. bet. 13th and 14th	13,000 00	62,748 56	75,748 56
Ashland	Bridgeton rd. 1 m. w. Grand ave	2,090 00	10,600 00	12,690 00
Bell Avenue	Bell Av. 2 m. w. of Grand ave.	4,000 00	6,212 86	10,212 86
Benton	Corner 9th and Locust Sts.	40,000 00	38,288 30	78,288 30
Benton Station	Manchester rd. nr. Benton Sta.	500 00	2,000 00	2,500 00
Blow	Cor. 5th St. and Loughboro Av.	5,000 00	11,776 27	16,776 27
Bryan Hill	John Av. and Emily St.	2,000 00	11,072 56	13,072 56
Baden (old)	Baden P. O.	800 00	800 00	1,600 00
Baden (new)	Baden P. O.	1,500 00	8,500 00	10,000 00
Bates	Collins St. in block 690.	17,571 00	38,070 32	55,641 32
Carondelet	Corner 3rd and Hurck Sts.	2,500 00	33,984 64	36,484 64
Carr	Corner 16th and Carr Sts.	7,500 00	4,002 77	11,502 77
Carr Lane	S. W. corner 24th and Carr Sts	10,000 00	59,794 01	69,794 01
Carr Lane Primary	N. W. corner 24th and Carr Sts.	7,500 00	3,000 00	10,500 00
Carroll	Corner Carroll and Buel Sts.	10,000 00	44,062 20	54,062 20
Charles	Kingsbury St. nr. Gravois rd.	3,000 00	16,906 85	19,906 85
Cheltenham	Cheltenham Station, P. R. R.	1,000 00	3,250 00	4,250 00
Chouteau	Chouteau Av. nr. Summit Av.	3,000 00	9,521 38	12,521 38
Clark	7th bet. Hickory & Labadie Sts	16,000 00	13,000 00	29,000 00
Clay	Corner 10th and Farrar Sts.	10,000 00	37,026 32	47,026 32
Clinton	Grattan St. nr. Hickory	11,000 00	45,290 63	56,290 63
Clinton Primary	E. S. Grattan St. nr. Hickory	7,349 00	15,721 60	23,070 60
Compton	Henrietta bet. Arkansas & Ills.	3,500 00	14,329 01	17,829 01
Cote Brillante	Kennedy rd. N. of St. Chas R. rd.	4,000 00	20,000 00	24,000 00
Douglass	Corner 11th and Howard Sts.	11,300 00	47,232 00	58,532 00
Divoll	Dayton St. and Glasgow Av.	13,040 00	59,060 84	72,100 84
Des Peres	4th and Illinois Sts.	7,000 00	11,136 00	18,136 00
Eads	15th and Pine Sts.	15,000 00	9,310 73	24,310 73
Elleardsville	Elleardsville P. O. 4 m. out.	3,000 00	22,350 00	25,350 00
Elliot	15th and Walnut Sts.	25,000 00	39,411 05	64,411 05
Everett	8th St. bet. O'Fallon & Cass av.	11,000 00	13,763 33	24,763 33
Franklin	Lucas Av. and 18th St.	22,000 00	38,521 72	60,521 72
Franklin Branch	Lucas Av. nr. 15th St.	12,500 00	18,533 26	31,033 26
Gamble	5th and Poplar Sts.	17,000 00	6,200 00	23,200 00
Gardenville	Gravois rd. nr. King's Highway	500 00	3,250 00	3,750 00
Grand View	Watson rd. S. of old Manch. rd.	1,000 00	1,690 00	2,690 00
Gravois	Gravois rd. and Wyoming	3,000 00	17,083 42	20,083 42
Hamilton	27th and Dickson Sts.	6,000 00	29,902 95	35,902 95
Humboldt	Cor. Jackson & Lesperance Sts.	8,000 00	61,313 51	69,313 51
Irving	Cor. Bremen and Kosuth Aves.	6,000 00	36,000 00	42,000 00
Jackson	Cor. 19th St. and Maiden Lane.	4,000 00	23,401 20	27,401 20
Jefferson (new & old)	Corner 9th and Wash Sts.	45,610 00	49,544 97	95,154 97
Laclede	Corner 6th and Poplar Sts.	34,000 00	61,473 4	95,473 40
Lafayette	Cor. Ann Av. and Decatur St.	8,000 00	20,221 24	28,221 24
Lincoln	Eugenie and High Sts.	12,000 00	46,707 92	58,707 92
Lincoln Branch	Walnut and High Sts.	Leased.	17,067 45	17,067 45
Lowell	Lowell P. O. nr. Bellefont. rd.	1,500 00	3,500 00	5,000 00
Lyon	8th and Pestalozzi Sts.	5,000 00	56,528 67	61,528 67
Madison (old)	7th and Hickory Sts.	Leased.	4,000 00	4,000 00
Madison (new)	7th and Labadie Sts.	13,000 00	35,823 43	48,823 43
Meramec	Corner Iowa and Meramec	3,000 00	1,449 35	4,449 35
Mullanphy	11th and Howard Sts.	Leased.	4,117 42	4,117 42
Oak Hill	Russell Av. S. of Arsenal St.	1,000 00	3,500 00	4,500 00
O'Fallon	16th St. nr. Cass Ave.	10,000 00	64,700 85	74,700 85
Penrose	Penrose st. b. Clay & Glasgow av.	3,500 00	23,912 43	27,412 43
Pestalozzi	Corner 7th and Barry sts.	15,080 00	28,998 45	43,998 45
Peabody	Cor. 2d Crdt. av. and Carroll st.	16,500 00	61,176 93	77,676 93
Pope	Corner Ewing and Laclede aves	11,525 00	36,153 25	47,678 25
Pope Kindergarten	Leffingwell av. and Chesnut st.	Leased.	329 68	329 68
Rock Spring	Manch. rd. 1/2 m. W. of Grand av.	3,000 00	15,355 90	18,355 90
Shaw	Old Manch. rd. & King's Highw.	1,500 00	7,000 00	8,500 00
Shepard	Marine av. nr. Hospital.	3,000 00	21,079 38	24,079 38
Stoddard	Corner Lucas and Ewing aves.	20,000 00	27,608 05	47,608 05
Stoddard Branch	Lucas av. nr. Ewing av.	8,800 00	23,749 66	32,549 66
Webster (old & new)	11th st. nr. Jefferson st.	25,000 00	66,473 55	91,473 55

Real Estate and Improvements for School Purposes, July 31, 1878.

(Continued.)

NAME OF SCHOOL.	WHERE LOCATED.	Estimated Value of Ground.	Estimated Value of Houses and Furniture.	TOTAL.
Sunner High.....	11th bet. Poplar and Spruce sts.	\$22 500 00	\$11 793 59	\$34 293 59
No. 2.....	12th st. nr. Webster st.	8,000 00	5,513 00	13,513 00
No. 3.....	W. N. B'way bet. O'Fallon & Cass	6,000 00	2,500 00	7,500 00
No. 4.....	Cozzens st. nr. Pratte av.	3,000 00	12,267 64	15,267 64
No. 6.....	5th bet. Fillmore & Market sts.	1,500 00	6,835 17	8,335 17
No. 7 (Rk Spring Col.)	Rock Spring P. O.	1,000 00	6,500 00	7,500 00
No. 8 (Elleardsv's ")	Elleardsville P. O.	800 00	2,500 00	3,300 00
Bought for School purposes and not yet improved.				
Lots 17 to 22 incl.....	Caroline st. nr. Park av.	5,000 00		5,000 00
Lots 5, 6, 7.....	St. Louis av. and 18th st.	10,000 00		10,000 00
Lots 18 to 25 incl..	Parsons st. corner Spring av.	5,000 00		5,000 00
Lots 1 to 7, block 1048	Bell and School sts.	15,000 00		15,000 00
Block 40, survey 3	South St. Louis	9,000 00		9,000 00
N. W. ¼, block 49	Eller's survey, S. St. Louis.	1,000 00		1,000 00
N. pt. b'k 1520, 149.8	{ Wyoming, Clara sts. and Jefferson av.	5,100 00		5,100 00
x 249.6				
Lots 150 x 120.	Gravois rd. & King's Highway.	2,012 00		2,012 00
Lots 11, 12, 13, 14.....	100 feet on Capital av.	2,000 00		2,000 00
		\$778,707 00	\$2,042,889 72	\$2,821,596 72

*List of Unleased Lands, Belonging to the Board, July
31st, 1878.*

BLOCK.	STREET.	LOT.	FT. FR'NT	FT. DEEP.
199	Main street.....	1 8 inclusive.....	210.5	138.3
199	Kosciusco street.....	9 to 16 inclusive..	210.5	138.3
200	Alley.....	17 and 18.....	120.4 ⁵	Irreg'lar
200	Columbus street.....	1, 2, 3, 4 and 5..	141.5	123.04
763	Carondelet avenue...	.....	50	134
840	Eighth street... ..	10 and S. $\frac{1}{2}$ 11...	37.6	120
853	Front street... ..	.....	20	100
857, S.	Main & Convent sts.	.....	89.5 ¹	118
857, N.	Main & Sycamore sts.	.....	43.4	120
858.	Main & Front sts. ...	.....	25	300
873	Main street.....	.....	409	104
883	Eighth street.....	6 to 12, inclusive.	165	122.11
883	Seventh street.....	13 to 25, inclusive	331	122.11
884	Seventh street.....	1 to 11, inclusive	281	116.11
884	Carondelet avenue...	18 to 23, inclusive	125	116.11
892	Eight street.....	1.....	25	128.11
893	Seventh street.....	4 and 5... ..	50	118.11
893	Carondelet avenue. .	19, 20 and 21....	75	118.11
1044	Lucas avenue.	9.....	50	135
1060	Washington avenue, .	13.....	50	135
1355	Accomac street.....	28, 29, 30, 31 & 32	135	125
1355	California avenue....	38 and 39.....	50	125
1356	Pontiac street....	5.	25	125
1440	Arkansas avenue.....	11 to 16, inclusive	152.6	125
1472	Oregon street.	21.....	25	125
1480	Michigan street.....	17.....	25	125
1768, N.	Main street.....	1 to 9, inclusive	235.9	115
1768, N.	Railroad	10 to 18, inclusive	235.9	115
1769, N.	Second street.....	9.....	35.9	122.8
1769, N.	Main street.....	10 to 18, inclusive	235.9	122.8
1769, S.	Main street.....	10 to 18, inclusive	222.1 ³	120
1769, S.	Second street.....	3 to 9, inclusive.	180.9	120
2341	Maiden Lane.....	.....	50	140
1050	Thomas street.....	E. $\frac{1}{2}$ 8 & 9	75	160

List of Leased Lands belonging to the Board July 31, 1878, for Revenue purposes.

Names of Leassee.	Lot.	Block.	Street lot fronts on.	Feet front.	No of Lease.	Date of Lease.	Annual Rent.	Expires.
John Lempe	1	47	Third	35.6	1084	Febr'y 2, 1878	\$ 100 00	1888
John Helwig	4	47	Carondelet Ave.	25	1003	May 1, 1875	75 00	1885
John Lempe	5	47	Carondelet Ave.	25	1013	June 21, 1876		1886
John Lempe	6	47	Carondelet Ave.	25	1013	June 21, 1876	300 00	1886
John Lempe	7	47	Carondelet Ave.	25	1013	June 21, 1876		1886
John Lempe	8	47	Carondelet Ave.	25	1013	June 21, 1876		1886
J. B. O'Toole	A	68	Cherry	80	11	Febr'y 12, 1834	84 00	1884
L. A. Labaume	B	68	Second	50	258	Febr'y 27, 1843	200 00	1893
Kingsland & Ferguson	C	68	Second	25	262	Nov. 17, 1841	181 24	1891
Kingsland & Ferguson	Pl. D	68	Second	23.4	1010	June 12, 1877	238 00	1892
Kingsland & Ferguson	Pl. D	68	Second	31	1041	June 12, 1877	316 20	1892
Kupferle & Boisclier	E	68	Second	28	720	March 1, 1866	588 00	1881
Thomas Walker	A	69 & 70 w	Broadway	52	734	July 1, 1867	936 00	1892
John F. Petzold	B	69 & 70 w	Cherry	41.8	739	July 1, 1867	249 25	1892
Mathew Hunt	C	69 & 70 w	Cherry	51	716	Sept. 17, 1867	497 92	1877
James O'Neil	A	70 w	Broadway	30.9	1015	May 22, 1876	369 00	1886
Elias B. Stiles	B	69 & 70 w	Broadway	38.2	860	Dec. 10, 1867	585 00	1877
James M. Carpenter	D	69 & 70 w	Broadway	106.3	956	July 1, 1872	2348 50	1882
Geo. Todd	D	69 c	Collins	40.3	1039	Nov. 1, 1876	132 00	1891
W. H. Wickersham	E	69 & 70 w	Broadway	33.4	950	April 1, 1872	636 66	1877
Washington Todd	E	69 c	Second	38	978	March 10, 1874	300 00	1881
Henry Kampeter	Pl. B	71 w	Broadway	98.9	991	Jan'y 1, 1873	1000 00	1883
Owen Murphy	C	71 w	Broadway	41.1	853	Oct. 2, 1868	431 45	1878
Daniel Cahill	A	71 w	Broadway	33.4	1112	June 8, 1878	80 00	1888
Fr. Beltzhofer	B	76	Fourth	23.6	79	August 1, 1839	111 62	1889
James Timon	C	76	Fourth	25	75	August 1, 1839	81 25	1889
Joseph Becker	D	76	Fourth	25	879	July 8, 1869	362 50	1879
Samuel Black	D	76	Fourth	25	80	Aug. 25, 1843	75 00	1889

John Mitchell.....	76	Fourth.....	25	69 August 1, 1839	103 12 1839
Sullivan Blood.....	84	Market.....	30	1 Dec. 11, 1833	102 00 1833
Joseph Charles.....	84	Market.....	24	2 Dec. 11, 1833	84 00 1833
James Glasgow.....	84	Market.....	36	93 Dec. 11, 1833	100 00 1833
James Glasgow.....	84	Market.....	30	94 Dec. 11, 1833	65 00 1833
Nath'l Paschall.....	84	Market.....	30	4 Dec. 11, 1833	89 00 1833
J. H. McLean.....	85	Chestnut.....	24.6	982 April 1, 1874	1029 60 1884
Pt. D	85	Chestnut.....	46.9	1008 July 1, 1875	1497 33 1885
J. F. & C. G. Fuhrman.....	85	Chestnut.....	31.2	1004 July 1, 1875	998 65 1885
Jacob Boshold.....	85	Chestnut.....	22	546 Jan'y 31, 1863	22 00 1884
Henry Blakesley.....	85	Chestnut.....	20.5	1006 July 1, 1875	655 84 1885
Leopold Schreder.....	85	Third.....	36.4	873 Jan'y 1, 1869	1254 94 1894
Wm. Brennan and others.....	88	Olive.....	36	871 Nov. 7, 1869	450 00 1878
P. J. Hurek and others.....	88	Rear of Everett House.	34.3%	1024 Dec. 12, 1868	157 40 1891
James Bury.....	107	Spurce.....	.....	912 March 13, 1870	580 50 1880
A. H. Beckman.....	109	Fourth.....	33	15 April 9, 1838	99 00 1888
Luke E. Lawless.....	109	Fourth.....	33	16 April 9, 1838	103 12 1888
Luke E. Lawless.....	108	Fourth.....	33	81 April 22, 1838	78 38 1889
John G. Holm.....	109	Fourth.....	33	12 April 9, 1838	103 12 1888
Elkanah English.....	109	Cerre.....	31	98 April 9, 1838	100 75 1888
Geo. W. Sanford.....	119	Fifth.....	62	17 April 9, 1843	197 00 1889
Luke E. Lawless.....	118	Sixth.....	60	1102 March 12, 1878	2500 00 1883
Louis C. Bohle.....	158	Fifth.....	24 }	877 July 8, 1869	756 00 1894
Engelke & Feiner.....	158	Fifth.....	24 }	909 July 8, 1869	518 40 1894
Engelke & Feiner.....	158	Fifth.....	24 }	901 Sept. 25, 1869	400 00 1879
Engelke & Feiner.....	158	Fifth.....	24 }	591 June 14, 1864	187 50 1885
Nicholas & Primrose.....	158	Fifth.....	48	61 Sept. 1, 1843	68 75 1890
Chas. S. Rannels.....	160	Fifth.....	25	1125 May 1, 1878	114 00 1883
Catherine Bushby.....	160	Fifth.....	25	91 May 1, 1843	66 00 1889
Fred. Staudeman.....	160	Fifth.....	25	85 Oct. 12, 1839	71 87 1889
John Herget.....	160	Fifth.....	25	971 May 1, 1873	360 00 1878
Richard Owens.....	160	Fifth.....	25	1002 May 16, 1874	200 00 1884
John H. Meyer.....	160	Fifth.....	25		
John Smith.....	160	Fifth.....	25		
John Bauman.....	160	Fifth.....	25		

List of Leased Lands. (Continued.)

NAMES OF LESSEES.	Lot.	Block.	Street lot fronts on	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	Expires.
John Herzog.....	8	160	Fifth.....	25	1125	May 1, 1878	\$ 112 40	1888
James J. Purdy.....	8	160	Fifth.....	25	34	Sept. 1, 1840	65 62	1890
Peter Brooks.....	9	160	Fifth.....	25	96	June 1, 1843	243 75	1890
Peter Brooks.....	10	160	Fifth.....	25				
Peter Brooks.....	11	160	Fifth.....	25				
Peter Brooks.....	12	160	Fifth.....	25				
William Hickey.....	13	160	Fifth.....	25	223	April 22, 1843	73 75	1889
Wm. McDowell.....	14	160	Fifth.....	25	64	July 1, 1843	62 50	1889
Lannus Dunham.....	15	160	Fifth.....	25	666	July 1, 1843	62 50	1889
William Lindsay.....	16	160	Fifth.....	25	40	Sept. 1, 1840	100 00	1890
William Lindsay.....	17	160	Fourth.....	25.5	58	Sept. 17, 1842	73 08	1892
John Walsh.....	18	160	Fourth.....	25.5	59	Sept. 17, 1842	47 66	1892
James Parker.....	19	160	Fourth.....	25.5	42	Sept. 1, 1840	73 07	1890
Wm. F. McVey.....	20	160	Fourth.....	25.5	43	Oct. 12, 1839	82 60	1899
Ed. Warren.....	21	160	Fourth.....	25.5	44	Sept. 1, 1840	68 30	1890
Joseph Forster.....	22	160	Fourth.....	25.5	90	Aug. 30, 1843	152 50	1890
Joseph Forster.....	23	160	Fourth.....	25.5				
Joseph Forster.....	24	160	Fourth.....	25.5				
Alex. Kayser.....	25	160	Fourth.....	25.5				
James Smith.....	26	160	Fourth.....	25.5	46	Oct. 12, 1839	92 13	1889
John Boeschstein.....	27	160	Fourth.....	25.5	47	Oct. 12, 1839	88 96	1889
John Boeschstein.....	28	160	Fourth.....	25.5	48	Oct. 12, 1839	87 36	1889
John Boeschstein.....	28	160	Fourth.....	25.5	49	Oct. 12, 1839	85 79	1889
Fred. Herman.....	30	160	Fourth.....	25.5	82	Oct. 12, 1839	85 79	1889
John Farrell.....	31	160	Fourth.....	25.5	82	Oct. 12, 1839	87 30	1891
H. Heisterhagen.....	32	160	Fourth.....	25.5	156	Oct. 12, 1847	95 31	1889
Taate & Emerson.....	—	184	Storetoom, 710 Chestnut	.....	1034	March 1, 1877	400 00	1887
Franke & Brennan.....	—	184	Storetoom, 708 Chestnut	.....	1044	April 1, 1877	400 00	1878
E. Gottlob Raaf.....	13	200	Columbus.....	.....	683	July 1, 1875	67 50	1885
Philip Haase.....	14	200	Columbus.....	991	May 13, 1874	67 50	1884
David Steinmeyer.....	15	200	Columbus.....	990	May 13, 1874	184 50	1884

APPENDIX.

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David Steinmeyer.....	16	200	Columbus.....	990 May 13, 1874	184 50	1884
Joseph Jecko.....	19 to 23 incl.	200	Alley.....	125	1037 March 19, 1877	125 00	1887
S. D. Warren & Co.....	26, 27, 28	200	Kosciusko.....	75	1119 May 1, 1878	76 40	1888
Henry Kortjohn.....	—	201	Rutger, Col. & Cnd't Av.	—	Dec. 12, 1876	100 00	1886
Joseph Tochee, Adm'r.....	1	202	Whole triangular block	30	1062 Oct. 13, 1877	126 00	1887
Herman Luepke.....	2 & 3	202	Carondelet Ave.....	83 1/2	1033 March 1, 1876	162 93	1886
Martin German.....	4	202	Carondelet Ave.....	30	915 Aug. 14, 1870	144 00	1880
Andrew Kolb.....	8	202	Jackson.....	25.10	678 Feb'y 14, 1865	62 00	1875
Gottfried Voelker.....	9 & 10	202	Jackson.....	50	1031 Oct. 2, 1875	225 00	1885
Frederick Beck.....	13	202	Jackson.....	25	933 July 12, 1870	120 00	1880
Fleitz & Ganahl.....	14	202	Jackson.....	25	} 988 May 13, 1874	416 25	1884
Fleitz & Ganahl.....	15	202	Jackson.....	25			
Fleitz & Ganahl.....	16	202	Jackson.....	49.11	} 1055 May 14, 1874	307 50	1884
E. Goddard & Sons Co.....	17 to 22 incl.	202	Rutger.....	125			
William Strossberg.....	23	202	Columbus.....	25	} 918 April 9, 1870	187 50	1880
William Strossberg.....	24	202	Columbus.....	25			
William Strossberg.....	25	202	Columbus.....	25	} 988 May 13, 1874	605 75	1884
Fleitz & Ganahl.....	26	202	Columbus.....	25			
Fleitz & Ganahl.....	27	202	Columbus.....	25			
Fleitz & Ganahl.....	28	202	Columbus.....	25			
Fleitz & Ganahl.....	29	202	Columbus.....	25			
Fleitz & Ganahl.....	30	202	Columbus.....	25			
Fleitz & Ganahl.....	31	202	Columbus.....	25			
Fleitz & Ganahl.....	32	202	Columbus.....	25			
Fleitz & Ganahl.....	33	202	Columbus.....	28			
Fleitz & Ganahl.....	34	202	Columbus.....	21.4			
Fleitz & Ganahl.....	35	202	Columbus.....	7.6	} 1118 June 1, 1878	81 00	1888
Henry Meinhardt.....	—	203	Columbus.....	98.4			
Henry Steinmeyer.....	1	204	Rutger & Jackson.....	20			
Henry Steinmeyer.....	3	204	Jackson.....	20			
Chas. Hager.....	3	204	Jackson.....	32.4			
James Patrick.....	—	250	Second.....	31.4	942 Sep. 27, 1870	114 78	1880
Pat. Berney.....	A	588 w	Sixth.....	241	855 Nov. 1, 1868	624 00	1878
John Hunt.....	B	588 w	Sixth.....	19.7	1113 April 5, 1878	52 64	1888
				20	916 April 5, 1868	96 00	1878

List of Leased Lands. (Continued.)

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Foot front.	No. of Lease.	Date of Lease.	Annual Rent.	Expi.
John Donovan.....	C	583 W	Sixth.....	20	923 April	5, 1868	\$ 96 00	1878
Orlando Fish.....	D	583 W	Sixth.....	30	843 June	8, 1868	144 00	1878
Marg. Phelan.....	E	583 W	Seventh.....	48.7	1,075 July	7, 1877	145 87	1887
M. T. Sheridan.....	Pt C	583 e	Broadway.....	20	980 April	14, 1874	200 00	1879
Catharine Smith.....	N 1/2 E	584	Eighth.....	15	997 Jan'y	10, 1874	72 00	1884
J. Osburg.....	S 1/2 E	584	Eighth.....	15	998 Jan'y	10, 1874	72 00	1884
Mary Murphy.....	F	584	Eighth.....	25	1,001 Dec.	15, 1873	120 00	1883
J. Osburg.....	G	584	Eighth.....	25	999 Jan'y	10, 1874	120 00	1877
Alice Tighe.....	A	584	Seventh.....	29.7	1,070 Aug.	20, 1877	88 85	1887
Eliza McGovern.....	B	584	Seventh.....	30	1,063 Aug.	12, 1877	90 00	1887
Jeremiah Sheehan.....	C	584	Seventh.....	30	1,101 Aug.	3, 1877	90 00	1887
Pat. O'Brien.....	E	585	Eighth.....	30	1,074 Dec.	10, 1877	72 00	1887
Ann McKenna.....	N pt E	585	Eighth.....	60	1,071 Sep.	10, 1877	141 00	1887
Patrick McMahon.....	A	585	Ninth.....	30	920 Aug.	18, 1869	135 00	1879
John Fitzpatrick.....	B	585	Ninth.....	20	422 Aug.	18, 1868	90 00	1878
Bridget O'Brien.....	C	585	Ninth.....	27	1,115 June	11, 1878	64 80	1888
Michael McDermott.....	F	585	Eighth.....	20	1,072 Oct.	15, 1877	48 00	1887
Jas. Atkinson.....	F	585	Eighth.....	20	1,122 Oct.	15, 1877	48 00	1887
James Carly.....	G	585	Eighth.....	19	1,124 Oct.	15, 1877	45 00	1887
James Carly.....	H	585	Eighth.....	19	1,073 Oct.	15, 1877	45 80	1887
James Carly.....	H	585	Eighth.....	19	1,126 Aug.	1, 1878	45 80	1888
B. McBride & Pat. O'Brien.....	N pt C	585	Ninth.....	13.5	433 Aug.	22, 1868	60 48	1878
Aug. Laumann.....	A	586	Tenth.....	40	1,110 Jan'y	1, 1878	90 00	1888
Angelina Livingstone.....	B	586	Tenth.....	22.6	1,105 Feb'y	1, 1878	67 20	1888
Joseph Springmeier.....	D	586	Tenth.....	40	1,109 Jan'y	5, 1878	90 00	1888
Francis Brockland.....	E	586	Tenth.....	40.5	1,111 Jan'y	5, 1878	91 08	1888
Pat. Connelly.....	F & G	586	Ninth.....	36	1,097 June	15, 1878	86 40	1888
H. W. Biebusch.....	G	586	Ninth.....	26	1,012 June	15, 1877	78 00	1887
Henry Sillies.....	H	586	Ninth.....	80	1,047 June	15, 1877	90 00	1887

Fred. Wulf.....	I	Ninth.....	20	1,100 June 15, 1878	78 00	1888
Fred. Holman.....	K	Ninth.....	30	1,049 June 15, 1877	90 00	1887
F. Lodenkamper.....	L	Ninth.....	42.5	1,048 July 1, 1877	127 30	1887
Wm. Brinker.....	M	Tenth.....	25	640 March 15, 1874	112 60	1884
George Becht.....	C	Tenth.....	22.6	1,108 Feb'y 1, 1878	50 60	1888
A. S. Lacroix.....	A	Tenth.....	30.5	987 Jan'y 10, 1874	136 95	1884
William Schmidt.....	B	Tenth.....	25	954 Dec. 2, 1871	90 00	1881
Bernhard Hasch.....	Pt D	Tenth.....	30	925 Feb'y 19, 1870	102 60	1880
William Murphy.....	Pt D	Tenth.....	30	811 Aug. 12, 1867	108 00	1877
John Waddle.....	Pt D	Tenth.....	20	1,095 Aug. 12, 1877	48 65	1887
John McNulty.....	Pt F	Eleventh.....	19.5 1/4	1,039 Oct. 13, 1877	35 70	1887
Andrew Kerr & John Allen.....	Pt F	Eleventh.....	17	1,080 Oct. 13, 1877	35 70	1887
Johanna Chamberlain.....	Pt F	Eleventh.....	17	1,106 Oct. 13, 1877	51 00	1887
Chas. Tilford.....	Pt F	Eleventh.....	17	1,068 Oct. 13, 1877	48 00	1887
James O'Toole.....	Pt F	Eleventh.....	20	1,094 Sep. 15, 1877	48 00	1887
Michael Clancy.....	Pt F	Eleventh.....	25	1,038 Sep. 6, 1877	60 00	1887
Ellen Murphy.....	Spt G	Eleventh.....	15	1,045 Aug. 8, 1877	36 00	1887
Wm. Tirre.....	N pt G	Eleventh.....	35	1,043 Aug. 3, 1877	84 00	1887
Ann McNulty.....	H	Eleventh.....	25	1,114 Aug. 24, 1878	60 00	1888
James Morris.....	I	Eleventh.....	25	852 Aug. 11, 1868	112 50	1878
James Young.....	Pt A	Eleventh.....	32.8	863 Nov. 1, 1868	137 55	1878
Robert Brent.....	Pt A	Eleventh.....	32.8	870 Nov. 1, 1868	137 55	1878
Michael Cawley.....	Pt G	Eleventh.....	50	831 Oct. 6, 1868	56 25	1878
Henry Siever.....	C	Twelfth.....	25	1,093 Nov. 20, 1877	60 00	1887
W. H. Stumpe.....	D	Twelfth.....	25	1,060 Nov. 20, 1877	60 00	1887
David Erdman.....	E	Twelfth.....	25	1,052 Nov. 20, 1877	75 00	1887
H. Schafering.....	F	Twelfth.....	40.5	1,051 Nov. 20, 1877	121 30	1887
August Schwanecke.....	H	Eleventh.....	25	1,069 Sep. 22, 1877	67 50	1887
H. W. Boemer.....	Pt A	Twelfth.....	25	960 June 12, 1872	90 00	1882
H. W. Drocwe.....	Pt A	Twelfth.....	25	907 March 23, 1869	75 00	1879
John Cahill.....	N pt A	Twelfth.....	20	1,025 Jan'y 9, 1877	60 00	1879
Mary Clucas.....	a	Twelfth.....	25	905 March 28, 1869	75 00	1879
Mary Cahill.....	B	Twelfth.....	30	1,103 Jan'y 5, 1878	63 00	1888
Madden & Carroll.....	D	Thirteenth.....	60	1,091 Nov. 5, 1877	126 00	1887

List of Leased Lands. (Continued.)

NAMES OF LESSEES.	Lot.	Block.	Street lot fronts on	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	Ex-pires.
John Mullally	Pt E	589	Thirteenth.....	25	993	Sept. 30, 1874	75 00	1888
Fred. Fischer	Pt E	589	Thirteenth.....	25	1104	Aug. 11, 1877	52 00	1887
J. H. Schroeder	Pt F	589	Thirteenth.....	28	1092	Nov. 20, 1877	58 72	1887
E. H. Henstock	Pt F	589	Thirteenth.....	27.5	1090	Nov. 20, 1877	57 08	1887
Chas. Schillinger	B	590	Thirteenth.....	25	1081	Sept. 15, 1877	40 50	1887
Jas. Boyle and others.....	C	590	Thirteenth.....	25	1087	Sept. 22, 1877	53 40	1887
Benj. F. Whitmore, Adm'r....	C	590	Thirteenth.....	25	1058	Sept. 22, 1877	00 00	1887
Michael Slattery.....	B	590	Thirteenth.....	25	994	Oct. 10, 1874	07 50	1884
Bridget Terwilliger.....	A	590	Thirteenth.....	50	1086	Sept. 10, 1877	180 00	1887
Mary Tucker.....	Pt D	590	Fourteenth.....	21	1057	Sept. 15, 1877	53 55	1887
J. F. W. Lutger.....	Pt D	590	Fourteenth.....	48.5	1061	Sept. 15, 1877	123 50	1887
John Tool.....	A	591	Fourteenth.....	50	1076	Oct. 10, 1877	105 00	1887
Edmund Cass.....	B	591	Fourteenth.....	30	753	Oct. 20, 1867	81 00	1877
Wm. Thorpe.....	Pt C	591	Fourteenth.....	21	1117	Oct. 20, 1877	44 00	1887
John Murphy.....	S pt D	591	Fourteenth.....	21.8	941	Nov. 5, 1867	58 08	1877
James McMahon.....	D	591	Fourteenth.....	21.8	1078	Nov. 5, 1877	45 05	1887
Fred. Wittler.....	S pt E	591	Fifteenth.....	20.2	1066	Nov. 5, 1877	04 40	1887
Fred. Wittler.....	N pt E	591	Fifteenth.....	83.10	1067	Nov. 5, 1877	81 20	1887
Joseph Seuss.....	N pt G	591	Fifteenth.....	27.5	875	April 5, 1869	74 13	1879
Briget Cook.....	H	591	Fifteenth.....	23.0	1116	July 13, 1878	48 20	1888
Dina Dierker.....	I	591	Fifteenth.....	25	921	Feb'y 1, 1869	07 50	1879
John P. Meiser Guard.....	A	592	Fifteenth.....	30	1064	Oct. 20, 1877	72 00	1887
Henry Cremer	Pt B	592	Fifteenth.....	25	1127	Sept. 9, 1878	52 48	1888
M'ry V. Sneedberg & Lilly Lelpold	S pt B	592	Fifteenth.....	35	1088	Feb'y 9, 1878	73 50	1888
Charles Gray.....	C	592	Fifteenth.....	30	1065	Nov. 20, 1877	00 00	1887
Charles Gray.....	D	592	Fifteenth.....	45.5	973	Jan'y 15, 1873	136 24	1883
Charles Droegge.....	S pt E	592	Fifteenth.....	25	969	Jan'y 14, 1873	80 24	1883
Elizabeth Flisbeck.....	N pt E	592	Sixteenth.....	25	1050	Dec. 10, 1877	00 00	1887

Catharine Breuer.....	F	592	Sixteenth.....	55.54	1056Aug. 11, 1877	144 00	1887
Wm. Schowe.....	G	592	Sixteenth.....	60	1098Jan'y 5, 1878	133 10	1888
Christ. Droegge.....	H	592	Sixteenth.....	25	1054Aug. 11, 1877	60 00	1887
H. R. Kreigesman.....	I	592	Fifteenth.....	25	1010June 24, 1876	97 50	1886
Will. R. King.....	2	608	Eighth.....	36.3	1026March 26, 1876	145 00	1886
Patrick Mulligan.....	42	648	West Mound.....	25	1053Aug. 11, 1877	56 25	1887
R. P. Collins and others.....	43	648	West Mound.....	25	1046Aug. 11, 1877	60 00	1887
Johanna Cahill.....	44	651	West Mound.....	25	1121Aug. 11, 1878	60 00	1888
Joseph Lichtenstein.....	46	651	West Mound.....	25.3	992July 14, 1874	68 40	1884
August Muhs.....	39	652	West Brooklyn.....	25	626Sept. 10, 1864	62 50	1874
Anna Hoppe.....	Pt of 63	652	West Mound.....	18.6	1099April 5, 1878	45 60	1888
Charles McGinley.....	Pt 18	653	West Mound.....	18	966May 1, 1873	50 00	1883
Zebulon Hollingsworth.....	17 & pt 18	653	West Mound.....	51	897Jan'y 10, 1869	153 00	1879
Thomas Handley.....	1, 2, 3	654	Broadway.....	83.5	987July 1, 1871	501 00	1881
Henry Krum.....	Pt 10	654	West Mound.....	19	948Oct. 1, 1871	57 00	1881
Mary Abbott.....	11	656	West Brooklyn.....	16.8	1018June 5, 1876	50 00	1886
Hugh McNabo.....	Pt 11 & 12	656	West Brooklyn.....	16.8	911Febr'y 5, 1870	50 00	1880
Thomas Jones.....	Pt 12	656	West Brooklyn.....	16.8	911July 5, 1870	50 00	1880
Henry Kohler.....	5	851	Seventh.....	25	1085April 10, 1876	52 50	1886
Joseph P. Marley.....	1 & 2	852	Eighth.....	50	1035Oct. 9, 1876	75 00	1886
Mary F. Kernan.....	9	852	Eighth.....	25	935April 10, 1870	157 50	1880
Mary F. Kernan.....	10	852	Eighth.....	25	1027Nov. 8, 1876	300 00	1886
Mary F. Kernan.....	11	852	Eighth.....	25	834Febr'y 6, 1869	2717 80	1879
Daniel Paulus.....	..	853	Front & Plum.....	49.6	745Oct. 1, 1872	1500 00	1877
Iron Mountain R. R. Co.....	..	853	Main & Front.....	74.4	1014June 13, 1876	200 00	1881
John Silva.....	..	853	Main.....	89	1107June 15, 1878	325 00	1883
Aug. W. Schullenburg.....	—	857	Main.....	303.4	479Jan'y 1, 1863	1 00	1868
Christ. Peper.....	—	S pt 858	Front & Rutgers.....	184	556April 10, 1870	50 20	1880
St. Louis Gas Light Co.....	..	858	Main & Front.....	31	930April 10, 1870	37 50	1880
George Glassner.....	1	883	Eighth.....	25	523Aug. 14, 1860	25 00	1870
Joseph Roseberger.....	2	883	Eighth.....	25	1029Dec. 12, 1876	67 50	1886
Anton Binter.....	5	883	Seventh.....	25	1011May 9, 1876	67 88	1886
Rudolph Stecker.....	21	883	Seventh.....	25	1020July 11, 1876	102 80	1886
Rudolph Stecker.....	22	883	Seventh.....	81			
Jno H. Wardelman.....	25	883	Seventh.....	81			

List of Leased Lands. (Continued.)

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Foot front.	No. of Lease.	Date of Lease.	Annual Rent.	Expir.
Fr. Hartman.....	12	884	Seventh.....	25	917	April 10, 1870.	\$ 50 50	1880
Michael Vezich.....	15	884	Seventh.....	25	922	April 10, 1870.	67 50	1880
Tobias Lorey.....	2	892	Eighth.....	25	934	June 12, 1 70	37 50	1880
Charles Quade.....	3	892	Eighth.....	25	936	Oct. 9, 1870.	37 50	1880
Anton Schuetz.....	4	892	Eighth.....	25	946	May 2, 1870.	37 50	1880
Fred. Thommen.....	5	892	Eighth.....	25	848	March 12, 1872.	50 00	1882
James Stewart.....	16	892	Seventh.....	25	888	June 14, 1869.	67 50	1879
Francis Flaherty.....	17 & pt 18	892	Seventh.....	35	904	June 14, 1869.	94 50	1879
Fred. Hartje.....	Pt 18 & 19	892	Seventh.....	40	903	June 14, 1869.	108 00	1879
A. R. Kellum.....	20	892	Seventh.....	25	685	May 9, 1865.	37 50	1875
William J. Martin.....	21	892	Seventh.....	25	698	June 14, 1864.	37 50	1874
William J. Martin.....	22	892	Seventh.....	25	922	April 10, 1870.	52 50	1880
J. L. Carley.....	23	892	Seventh.....	25	924	April 5, 1870.	52 50	1880
F. Lautner, Trustee.....	24	892	Seventh.....	25	977	April 10, 1870.	52 50	1880
Julius E. Griffet.....	1	893	Seventh.....	25	1000	June 19, 1875.	75 00	1885
James A. Browne.....	2	893	Seventh.....	25	1019	March 1, 1876.	67 50	1886
Wm. Still.....	3	893	Seventh.....	25	742	June 13, 1866.	81 35	1876
Behrends Warrings.....	7	893	Seventh.....	25	835	Feb'y 9, 1869.	50 00	1879
William Hackman.....	8	893	Seventh.....	25	965	April 10, 1866.	50 00	1876
John Brokate.....	18	893	Carondelet Ave.....	25	964	Sept. 10, 1872.	67 50	1882
Ignetz Heck.....	23	893	Carondelet Ave.....	25				
Ignetz Heck.....	24	893	Carondelet Ave.....	25				
Antoine Heyd.....	1 to 18 incl.	1768 s	Main & Railroad...	222.8	490	April 10, 1860.	135 00	1870
Fred. Thommen.....	1	1768 s	Second.....	25	1129	Sept. 11, 1878.	200 00	1883
Fred. Thommen.....	2	1769 s	Second.....	25		872 August 1, 1869.	25 00	1879
Charles Ladenberger.....	1	1769 n	Second.....	25				
Charles Ladenberger.....	2	1769 n	Second.....	25				
Matthew Thudum.....	3	1769 n	Second.....	25	981	Dec. 9, 1873.	25 00	1883
Matthew Thudum.....	4	1769 n	Second.....	25				
Charles H. Thirlwell.....	5	1769 n	Second.....	25	896	Nov. 9, 1869.	25 00	1879
					892	Nov. 9, 1869.	25 00	1879

Charles H. Thirlwell.....	6	1769 n	Second.....	25	892 Nov.	9, 1869	25 00	1879
Adam Lautermilch.....	7	1769 n	Second.....	25	895 Nov.	9, 1869	25 00	1879
Adam Lautermilch.....	8	1769 n	Second.....	25	1120 May	9, 1878	56 20	1888
Thomas Cowley.....	22	898	Carondelet Ave....	25	957 Oct.	15, 1872	36 00	1882
Ann Doll.....	..	1836	Twenty-Fifth.....	188	958 Oct.	15, 1872	144 00	1882
Ann Doll.....	..	1836	Twenty-Fifth.....	188	1030 March	26, 1876	45 00	1886
Sam. Young.....	6	1837	Dickson.....	25	1012 March	26, 1876	45 00	1886
Dwight Durkee.....	7	1837	Dickson.....	25	1082 Oct.	15, 1877	39 40	1887
Johanna Hampe.....	12	1837	Dickson.....	28	985 April	14, 1874	40 00	1884
Hannah Ahern.....	14	1837	Twenty-Sixth.....	25	984 April	14, 1874	40 00	1884
Kate Lambert.....	3	1838	Dickson.....	25	986 April	14, 1874	40 00	1884
Thomas Behan.....	4	1838	Dickson.....	25	983 Oct.	15, 1872	38 00	1882
Mary Sobinski.....	6	1838	Dickson.....	25	1079 Oct.	15, 1877	100 80	1887
C. F. Pohl.....	13 & 14	1837	Dickson.....	56	778 Oct.	15, 1867	33 60	1877
Henry Schaafs.....	15	1838	Dickson.....	28	1021 Sept.	12, 1876	50 40	1887
Chas. Peetz.....	16	1838	Dickson.....	28	1016 May	22, 1876	92 72	1886
Anton Isanza.....	17	1838	Dickson.....	46	1022 Sept.	12, 1876	73 50	1886
Timothy Mallony.....	7	1839	Dickson.....	35	1128 July	24, 1878	25 48	1888
Wm. Mahon.....	10	1839	Dickson.....	25	649 Aug.	1, 1875	45 00	1885
David Shaw.....	13	1839	Dickson.....	25	995 Aug.	1, 1874	73 50	1884
Sarah Dwyer.....	16	1639	Dickson.....	35	672 Oct.	12, 1874	32 50	1884
Catherine Heinecke.....	1	1840	Dickson.....	54	644 Aug.	1, 1874	37 50	1884
Phillip Dwyer.....	2	1840	Dickson.....	25	1007 June	1, 1874	37 50	1884
James Burke.....	3	1840	Dickson.....	25	883 May	3, 1869	60 00	1879
Lydia B. Walls.....	Pt 28	2345	Malden Lane.....	41-2	1028 Jan'y	9, 1877	30 00	1887
Wm. Diebold.....	E 1/2 24	....	Malden Lane.....	25	898 Feb'y	16, 1869	25 00	1879
Bernhard Gillen.....	W 1/2 26	2345	Malden Lane.....	25	882 Aug.	16, 1869	30 00	1879
Elizabeth Hyland.....	W 1/2 39	2346	Malden Lane.....	25	884 Aug.	23, 1869	30 00	1879
James Gogay.....	W 1/2 43	2347	Malden Lane.....	25	895 June	2, 1870	30 00	1880
Geo. and M. Higgins.....	W 1/2 46	234	Malden Lane.....	25	979 Aug.	12, 1873	30 00	1883
William O'Conner.....	E 1/2 50	2347	Malden Lane.....	25	886 Aug.	23, 1869	30 00	1879
John O'Donnell.....	W 1/2 50	2347	Malden Lane.....	25	983 April	14, 1874	30 00	1884
Julia Colony's Trustee.....	W 1/2 52	2347	Malden Lane.....	25	955 June	18, 1872	240 00	1877
C. L. DeRandamie.....	....	....	Kossuth Ave.....	2 arp ^{1/2}				



TABULAR STATEMENTS FOR THE YEAR 1877-78.

TABLE I—Showing names, location, etc., of the School-houses.

TABLE II—Showing character of attendance of Pupils.

TABLE III—Showing ages of Pupils registered.

TABLE IV—Showing occupation of Parents, etc.

TABLE V—Showing birth-places of Pupils.

TABLE VI—Showing enrollment and attendance of Pupils.

TABLE VII—Showing classification and grades of studies of Pupils.

TABLE VIII—Showing classification, etc., in German Instruction.

TABLE IX—Schedule of Salaries January 1st, 1879.

TABLE X—Historical Table extending back to 1850.

TABLE I.

Showing names, locations, dimensions, size and value of grounds, for June, 1878.

NAMES OF SCHOOLS.	No. of Teachers		When Built.	Estimated Value of Lots.	Estimated Value of Houses and Furniture.	Size of Lots.	Size of House.	No. of Stories.	No. of Rooms.	Size of Rooms.	No. of Rooms.	How Warmed.
	Whole Day	Half Day										
Polytechnic Building (purchased).	11	1	1867	\$ 00,000	\$374,980 07	135x100	.....	2	10	11x9.	.....	Steam.
Normal (Polytechnic Building).	13	6	1855	55,000	41,460 98	150x100	51x67	2	10	11x9.	.....	Steam.
High.....	13	1	.....	.....	.....	.....	.....	.....	.....	11x9.	.....	Steam.
Branch High No. 1 (Polytechnic Bld'g).	13	1	.....	.....	.....	.....	.....	.....	.....	11x9.	.....	Steam.
Branch High No. 2 (Franklin Bld'g).	8	1	.....	.....	.....	.....	.....	.....	.....	11x9.	.....	Steam.
Branch High No. 3 (Peabody Bld'g).	9	1	.....	.....	.....	.....	.....	.....	.....	11x9.	.....	Steam.
Branch High No. 4 (Douglas Building).	7	1	.....	.....	.....	.....	.....	.....	.....	11x9.	.....	Steam.
Branch High No. 5 (Blow Building).	3	1	.....	.....	.....	.....	.....	.....	.....	11x9.	.....	Steam.
Ames.....	24	1	1873	13,000	62,748 50	232 x 147 1/2	70x100	3	12	30x26	.....	Steam.
Ashtand.....	4	1	.....	2,000	10,000 00	210x128	60x30	3	12	25 x 27	.....	Steam.
Baden.....	1	1	.....	1,500	8,500 00	100x125	60x30	3	12	11x9	.....	Steam.
Benton.....	20	1	1872	4,000	17,571	182 x 107 1/2	70x80 1/2	3	12	25 x 10	.....	Steam.
Bel Avenue.....	15	1	1870	40,000	38,288 30	127 x 112	70x80 1/2	3	12	25 x 10	.....	Steam.
Benton Station.....	3	1	1870	500	2,000 00	100x218	50x38	3	12	24x30	.....	Steam.
Blow, Hill.....	13	1	1858	6,000	11,770 27	100x115	100x34	3	12	11x9	.....	Steam.
Bryan.....	2	1	.....	2,000	11,072 00	.....	.....	3	12	30x26	.....	Steam.
Carondelet.....	16	1	1871	2,500	33,064 64	150x138	60x65	3	12	27x30	.....	Steam.
Carroll.....	15	1	1855	7,800	4,002 77	70x155	40x75	3	12	27x30	.....	Steam.
Carl Lane.....	16	1	1870	10,000	39,704 01	125x143	70x80 1/2	3	12	20x30	.....	Steam.
Carl Lane Primary (purchased).	6	1	1875	7,500	9,000 00	75x100	.....	3	12	11x9	.....	Steam.
Carroll.....	21	1	1860	10,000	44,002 20	140x150	50x75	3	14	27x30	.....	Steam.
Carroll Branch.....	4	1	Rented.	.....	.....	.....	.....	.....	.....	.....	.....	Steam.
Charles.....	12	1	1859	3,000	16,000 55	180x120	50x32	3	8	21x30	.....	Steam.
Cheltenham.....	3	1	1868	1,000	3,250 00	1 acre.	50x20	3	4	24x24	.....	Steam.
Chouteau.....	11	1	1868	3,000	9,521 88	75x123	50x32	3	8	27x30	.....	Steam.
Clark.....	14	1	1866	15,000	13,000 00	74x156	20x23	3	8	11x9	.....	Steam.
Clay.....	17	1	1859	10,000	37,020 32	250x100	74x50	3	10	27x30	.....	Steam.
Clay Addition.....	8	1	1878	.....	.....	.....	.....	3	8	27x30	.....	Steam.

	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867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TABLE I.

Shoeing names, locations, dimensions and value of School Houses, size and value of grounds, for June, 1878.
(Continued.)

NAMES OF SCHOOLS.														
No. of Teachers	Whole Day		Half Day	When Built	Estimated Value of Lots.		Estimated Value of Houses and Furniture.	Size of Lot.	Size of House	No. of Stories.	No. of Rooms.	Size of Rooms.	No. of Rooms.	How Warm.
	Day	Half Day			\$	\$								
18					\$ 22,500	\$ 11,700 50		125 x 152	700 x 60	E	2	24 x 12	700	Moves.
"				1871	8,000	5,513 00		135 x 150	48 x 35	E	4	18 x 10	430	Moves.
"				1870	9,000	2,500 00			48 x 35	E	4	20 x 10	400	Moves.
"				1859	8,000	12,297 54		100 x 131	30 x 25	E	2	20 x 10	340	Moves.
"				Rented.					30 x 25	E	2	20 x 10	190	Moves.
"				1873	1,600	0,835 17		37 x 150	01 x 36	E	2	27 x 25 24	120	Moves.
"					1,000	0,500 00		70 x 120	50 x 30	E	2	22 x 23 24	340	Turnings.
"					800	2,500 00		125 x 100		E	2		120	Moves.
"				Rented.						E	1		100	Moves.
"				Rented.						E	1		50	Moves.
"				Rented.	800	800 00				E	1	25 x 10	50	Moves.
"				Rented.						E	1	25 x 10	50	Moves.
"				Rented.						E	1	20 x 27	60	Moves.
MCNO.														
Total														37,380

TABLE II.

Showing Character of Attendance of Pupils in each School for the Year 1877-78.

NAMES OF SCHOOLS.	PUPILS ATTENDING—DAYS.											Total.	Not Absent.	Not Tardy.	No. Cases of Tardiness	Re-admitted.	Transfer to other Schools.	Total No. Enrolled.
	200	180-200	160-180	140-160	120-140	100-120	80-100	60-80	40-60	20-40	1-20							
Normal.....	29	88	7	8	2	17	31	9	9	29	5	225	29	220	5	53	.....	225
High.....	87	201	31	35	17	29	40	16	11	11	9	395	104	264	344	73	7	402
Branch High No. 1.....	23	154	42	13	13	29	40	16	19	18	31	422	58	337	63	85	23	451
Branch High No. 2.....	12	68	26	13	17	18	14	12	8	12	29	228	12	191	90	68	49	277
Branch High No. 3.....	22	102	27	26	17	20	16	12	14	9	18	298	22	255	50	54	39	327
Branch High No. 4.....	28	82	12	10	9	3	4	1	10	5	9	173	29	132	88	33	40	213
Branch High No. 5.....	1	35	14	8	6	7	8	5	5	5	4	94	3	34	19	36	3	87
Ames.....	19	476	203	109	69	78	90	72	98	95	128	1437	30	1220	511	655	121	1558
Ashtland.....	1	38	13	15	11	9	4	6	6	6	7	122	1	73	191	55	8	130
Baden.....	14	8	8	6	4	4	2	4	6	14	67	129	56	104	158	46	5	134
Bates.....	40	208	139	166	97	93	103	89	77	76	154	1242	75	787	119	476	114	1356
Ball Avenue.....	39	432	109	64	40	41	44	41	21	28	20	879	88	792	215	219	112	991
Benton.....	2	23	18	12	12	4	4	6	6	6	3	92	2	46	80	50	6	98
Benton Station.....	51	190	111	95	98	50	45	70	48	60	36	816	25	323	287	380	36	832
Blow Hill.....	3	19	5	2	4	7	.....	3	7	7	.....	88	6	55	27	26	.....	88
Bryan Hill.....	11	233	127	80	71	69	52	58	63	107	233	1110	11	231	1169	403	17	1127
Carondelet.....	8	273	99	44	31	28	33	30	39	32	34	651	14	501	110	293	136	767
Carr.....	32	428	176	184	124	101	60	50	72	82	67	1376	32	1102	498	508	186	1512
Carr Lane.....	60	597	147	81	62	92	65	73	92	50	123	1397	60	1369	185	234	98	1495
Carroll.....	26	314	95	58	83	23	30	17	35	29	61	731	66	643	119	239	39	760
Charles.....	.....	21	32	17	43	5	11	6	14	9	4	128	.....	81	162	69	4	132
Cheltenham.....	.....	203	60	35	55	55	44	56	60	15	23	594	4	476	507	338	44	638

TABLE II.
Showing the Attendance of Pupils in each School for the Year 1872-73. (Continued.)

NAMES OF SCHOOLS.	PUPILS ATTENDING DAYS.											Total.	Not Absent.	Not Tardy.	No Cases of Truancy.	Re-admitted.	Transfer to other schools.	Total No. Enrolled.	
	200	180-200	160-180	140-160	120-140	100-120	80-100	60-80	40-60	20-40	1-20								
Clay...	31	427	170	120	101	80	75	51	36	101	139	1351	120	66	33	116	82	11	1601
Clinton...	16	540	254	160	125	101	41	50	34	83	22	1353	120	102	106	230	700	75	1494
Compton...	3	80	17	25	31	33	13	9	9	8	4	157	137	102	135	138	58	13	170
Cote Brillaute...	8	80	42	30	31	31	21	21	17	17	30	306	4	12	172	650	102	34	354
Des Peres...	1	105	12	17	18	13	6	15	12	15	8	249	8	12	118	230	122	18	267
Dillon...	30	413	198	84	54	63	67	67	65	44	11	1310	13	13	261	372	108	111	1451
Dodder...	13	102	50	25	5	15	9	11	11	11	13	308	5	13	217	174	145	83	841
Douglas...	202	2000	503	325	165	85	31	74	60	49	57	1580	808	37	610	322	280	131	1035
Elliot...	37	521	203	125	105	98	62	62	43	83	126	1782	111	37	558	106	237	146	1738
Ellardsville...	40	210	170	130	75	70	108	75	67	101	77	1381	41	27	133	421	675	102	1480
Everett...	19	382	190	120	65	120	135	105	77	101	77	1381	36	40	670	201	767	144	1605
Franklin...	8	400	212	113	4	10	6	6	6	6	4	73	132	3	33	116	82	11	80
Gardenville...	8	25	10	4	3	3	4	6	6	6	4	73	132	3	33	116	82	11	80
Grand View...	11	124	50	31	13	23	10	10	10	12	11	318	11	7	202	333	156	30	354
Gravels...	5	201	63	82	61	65	70	67	61	67	11	1110	6	7	516	537	801	61	1701
Hamilton...	63	675	156	92	67	62	60	60	74	67	118	1462	10	22	1281	216	105	1105	1405
Humboldt...	14	323	120	84	50	36	49	49	50	50	55	931	22	9	745	379	400	80	1090
Irving...	62	640	100	78	103	90	67	55	103	61	107	837	69	69	1063	157	532	541	873
Jackson...	33	680	125	86	67	57	62	81	73	61	114	1110	69	69	1063	157	532	541	873
Jefferson...	22	307	77	75	31	43	62	50	45	37	151	107	22	22	1271	158	411	100	1468
Lafayette...	23	862	181	87	40	28	30	33	24	41	51	882	20	20	820	64	490	64	1068
Lincoln...	23	862	181	87	40	28	30	33	24	41	51	882	20	20	820	64	490	64	1068

[illegible]

TABLE III.

Showing the number of Pupils of Different Ages registered in each School for the year 1877-78.

Names of Schools.	3 Years.				4	5	6	7	8	9	10	11	12	13	14	15	16 and over.	Total.	Received by Transfer.	Total Number Registered.	
Normal High.																		323	233	2	325
Branch High No. 1																		245	341	61	405
Branch High No. 2																		92	357	94	451
Branch High No. 3																		107	380	47	437
Branch High No. 4																		75	237	90	327
Branch High No. 5																		38	196	77	373
Ames	21	75	111	176	204													19	64	33	97
Ashland			11	16	21													6	143	122	158
Baden			50	14	7													1	136	4	180
Bates			215	160	123													4	184		134
Bellevue			11	17	5													13	181	40	185
Benton				15	120													34	78	52	180
Benton Station				9	9													24	908	85	991
Benton				11	12													9	88	9	98
Blew	11	33	57	16	101													18	820	83	903
Bryan Hill				16	9													2	96	52	98
Carondelet	33	59	115	144	139													13	1113	14	1127
Carr				34	153													3	710	57	767
Carr Lane				35	161													2	1380	132	1512
Carroll	14	65	113	171	180													4	1415	80	1495
Charles				11	120													4	712	48	760
Cheltenham				5	15													2	126	6	132
Chouteau				10	212													3	618	20	638
Clyde				96	213													1	638	90	638
Olney	24	88	100	155	154													13	1514	76	1590
Clinton				23	25													21	1318	116	1434
Compton				4	49													28	157	13	170
Cote Brillante				11	49													8	157	13	170
Des Peres				48	63													5	376	18	394
Devoll				162	160													1	247	90	337
				183	144													3	1844	107	1951

APPENDIX.

XXXV

Dodder.....	7	75	76	55	46	31	17	6	6	51	21	28	1	1	1	313	28	341
Douglas.....	15	108	130	129	99	107	168	135	208	208	31	81	1	1	1	1890	190	890
Eliot.....	111	147	199	204	195	165	168	195	195	195	81	9	8	8	8	1586	142	1728
Ellersville.....	13	132	76	82	74	74	65	57	45	45	23	19	10	10	10	651	31	672
Everett.....	131	168	163	162	147	128	115	98	85	85	78	14	3	3	3	1386	100	1486
Franklin.....	202	175	168	172	156	148	139	123	91	91	77	38	11	11	11	1501	164	1665
Gardenville.....	1	17	12	11	10	15	13	4	2	2	3	8	1	1	1	79	1	80
Grand View.....	12	11	8	14	6	6	7	5	6	6	3	1	1	1	1	73	6	79
Gravois.....	18	38	46	43	43	44	36	26	24	24	7	1	1	1	1	322	32	354
Hamilton.....	187	133	107	123	76	68	61	62	48	48	18	9	4	4	4	1098	63	1161
Humboldt.....	206	242	205	179	145	149	99	82	48	48	23	4	2	2	2	1878	117	1466
Irving.....	43	168	127	127	119	96	99	67	62	62	51	15	17	17	17	960	50	1030
Jackson.....	187	131	98	81	66	68	62	66	35	35	13	3	4	4	4	813	59	872
Jefferson.....	180	231	150	134	133	145	123	114	94	94	82	15	3	3	3	1409	180	1538
Laclede.....	53	205	212	175	160	169	142	114	87	87	17	15	6	6	6	1372	87	1459
Lafayette.....	2	166	171	120	145	138	82	82	45	45	18	7	1	1	1	977	86	1063
Lafayette.....	106	118	117	91	105	81	91	94	6	6	7	13	13	13	13	888	63	956
Lowell.....	15	22	38	34	28	24	25	20	8	8	7	15	5	5	5	221	7	228
Lyon.....	3	208	168	147	136	150	114	103	110	110	89	16	6	6	6	1220	112	1332
Madison.....	139	236	222	180	188	185	156	124	105	105	68	24	6	6	6	1739	96	1826
Maramec.....	9	26	19	21	28	23	21	18	6	6	5	6	131	131	131	176	10	186
Oak Hill.....	19	19	12	26	11	13	14	6	6	6	6	15	4	4	4	1621	120	1741
O'Fallon.....	226	234	193	178	163	170	134	149	103	103	63	15	6	6	6	1266	67	1333
Peabody.....	87	135	164	118	127	136	95	36	22	22	46	17	6	6	6	573	39	612
Penrose.....	84	96	80	86	59	51	62	36	22	22	6	1	1	1	1	665	39	704
Petalozzi.....	97	131	119	94	121	57	57	35	11	11	64	49	13	13	13	1218	92	1310
Pope.....	122	173	161	124	101	89	108	71	82	82	3	4	4	4	4	665	39	704
Rock Spring.....	40	87	42	62	48	24	26	34	16	16	3	6	6	6	6	333	22	355
Shaw.....	12	15	28	16	28	16	11	12	6	6	5	6	4	4	4	153	15	168
Sheppard.....	17	171	116	91	84	85	56	49	27	27	10	1	1	1	1	706	48	754
Stoddard.....	219	174	171	185	192	187	177	107	160	160	88	67	23	23	23	1730	123	1853
Webster.....	71	223	268	238	226	232	208	98	88	88	64	68	42	37	37	2151	120	2271
Sumner High.....	15	34	35	30	55	35	35	29	24	24	25	11	20	20	20	984	80	1014
No. 2.....	10	17	9	10	13	11	11	7	6	6	6	2	2	2	2	113	6	119
No. 3.....	38	31	29	38	38	31	18	11	11	11	9	4	4	4	4	287	7	295
No. 4.....	3	21	25	21	19	19	6	11	6	6	9	4	22	22	22	179	8	186
No. 5.....	18	20	13	11	10	11	9	4	10	10	4	1	1	1	1	154	3	157
No. 6.....	19	17	19	11	10	11	9	4	8	8	3	1	1	1	1	94	94	94
No. 7 (Rock Spring Col.).....	1	4	10	7	8	6	2	2	2	2	4	4	15	15	15	149	1	150
No. 8 (Ellersville Col.).....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	61	6	61
No. 9 (Lowell Col.).....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	50	50
No. 10 (Cheltenham Col.).....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	66	66	66
No. 11 (Bad-n Col.).....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	19	19
No. 12.....	2	7	1	1	8	2	2	4	1	1	1	2	17	17	17	19	19	19
T otal.....	186	1231	878	6428	6396	5708	5297	5763	4177	3779	3384	1887	1154	1450	49,578	8764	53,342	53,342

TABLE IV.
*Showing the number of Pupils as represented by the different Occupations of their Parents or Guardians,
for the Year 1877-78.*

NAMES of SCHOOLS.	Agents.	Artists.	Boarding Houses & Hotel Keepers.	Boatmen.	Butchers.	Clerks.	Confectioners.	Draymen or Teamsters.	Farmers and Gardeners.	Laborers.	Laundresses.	Manufacturers.	Mechanics.	Merchants.	Professionals.	Public Officers.	Saloon Keepers.	Seamstresses.	Miscellaneous.	Total.	Received by Transfers.	Total Number Registered.
Normal High.	17	1	1	8	1	17	1	1	8	1	1	8	34	37	10	10	10	1	79	1,336	6	490
Branch High No. 1.	31	4	1	1	1	33	1	1	3	14	1	24	35	75	43	16	6	8	116	1,311	19	469
Branch High No. 2.	12	4	5	6	5	37	1	3	8	6	1	9	35	75	27	10	10	8	76	1,357	14	474
Branch High No. 3.	17	1	1	1	1	20	2	1	5	4	1	20	30	56	37	10	1	9	90	1,206	47	377
Branch High No. 4.	4	1	1	1	1	8	1	1	4	4	1	9	36	64	31	10	1	4	45	237	140	327
Branch High No. 5.	6	1	1	1	1	10	1	1	1	1	1	3	35	23	13	10	1	4	35	180	77	312
Alma.	23	1	27	32	9	89	8	57	1	172	12	36	577	900	21	10	14	24	66	1,430	122	858
Ashtand.	5	1	1	1	1	84	1	1	1	84	12	36	577	900	21	10	14	24	66	1,430	122	858
Baden.	3	1	1	1	1	5	1	1	1	5	1	5	35	4	7	8	6	21	14	134	4	130
Bays.	3	1	1	1	1	5	1	1	1	5	1	5	35	4	7	8	6	21	14	134	4	130
Bell Avenue.	30	3	35	63	12	56	1	16	4	383	114	79	243	69	10	13	74	63	44	1,310	40	1,351
Benton.	30	3	60	7	4	27	5	13	11	47	20	110	77	232	19	30	43	31	38	1,004	28	1,032
Benton Station.	12	15	12	2	5	46	3	11	27	178	10	53	288	70	63	30	20	20	9	1,004	28	1,032
Blow.	12	15	12	2	5	46	3	11	27	178	10	53	288	70	63	30	20	20	9	1,004	28	1,032
Bryan Hill.	10	1	26	5	9	11	3	17	31	418	43	7	405	189	14	1	18	97	26	1,118	4	1,122
Carouquet.	9	1	9	1	1	11	3	17	31	418	43	7	405	189	14	1	18	97	26	1,118	4	1,122
Carr.	9	1	9	1	1	11	3	17	31	418	43	7	405	189	14	1	18	97	26	1,118	4	1,122
Carr Lane.	32	12	1	20	27	66	10	33	47	205	22	56	376	330	30	28	26	71	110	1,360	183	1,513

Carroll.....	31	8	2	7	8	54	20	44	15	254	241	63	464	139	70	24	43	46	48	1,415	80	1,495
Charles.....	40	23	8		29	18		60	21	60	6	61	223	87	35	13	7	13	2	115	45	780
Cheltenham.....								5	9	31	3		44	6		4	6	3	3	123	45	189
Choteau.....								22	22	108	19		254	29	8	25	17	2	16	618	6	636
Clay.....	3	8	15	13	51	54	5	40	14	205	31	127	413	231	5	54	19	24	17	1,516	76	1,590
Clinton.....	86	65	24	26	25	24	10	16	15	64	6		146	249	94	61	17	14	31	1,318	116	1,864
Clinch.....								7	19	24			18	18	25				12	1,157	116	1,770
Cote Briliante.....	17	1		20	8	14		7	48	48			18	49	5				83	376	19	804
Crescent.....	33		2		2	19		4	92	54	4	9	99	27	11	8			10	247	19	927
Des Peres.....	106	5	2	21	21	164	9	49	11	98	5	113	119	273	118	99			191	1,244	107	1,451
Dodier.....								9	6	38	5	33	80	44	7	15			10	813	98	980
Dodgias.....	10	6	4	7	38	39		85	25	121	9	130	290	66	18	15			12	1,010	130	1,728
Elliot.....	86	10	25	10	92	127	6	18	90	155	98	148	318	909	13	42	39	80	12	1,896	149	1,728
Ellisville.....	8	18	14	10	103	35	3	13	7	137	10	51	44	53	11	15			35	1,891	101	1,432
Everett.....	13							33	7	260	88	51	417	193	62	30			113	1,366	100	1,432
Franklin.....	110	30	35	38	28	161	40	56	38	90	48	168	210	186	62	35			64	1,501	164	1,685
Gardenville.....									69	27			4						3	79	1	80
Grand View.....									69	27									2	73		79
Gravols.....	12	1	5	4	13	4		6	24	55	3	19	71	13	6	7			59	222	32	824
Hamilton.....								113	12	309	84	177	138	41	12	11			69	1,068	63	1,161
Humboldt.....	9		4	27	43	11	28	72	46	312	10	71	233	133	39	30			17	1,376	117	1,485
Iving.....								66	16	69	24	35	132	132	39	24			34	860	60	1,030
Jackson.....	27		15	13	16	32	19	69	16	131	69	372	242	157	46	35			9	613	69	872
Jefferson.....	18	20	10	30	73	13		21	8	150	67	101	431	75	16	35			90	1,409	130	1,659
Laclede.....	22	13	64	30	64	23		34	11	123	26	124	210	111	12	34			73	1,372	87	1,459
Lafayette.....	18	7	3	16	35			56	3	63	6	120	95	178	49	43			149	877	86	1,063
Lincoln.....	80			18	11	84	4	40	5	189	23	258	249	110	84	2			60	863	53	966
Lowell.....								9	8	132	23	258	249	110	84	2			22	821	7	228
Lyon.....	4	2	7	3	11	61		30	12	126	23	258	249	110	84	2			203	1,220	112	1,832
Madison.....	27	2	24	2	25	31		52	1	296	25	55	352	403	127	26			37	1,730	96	1,832
Maramee.....	6							9	36	24	7		46	6	4				1	176	10	186
Oak Hill.....	7		4		3	1		8		69		3							18	131		131
O'Fallon.....								75	14	370	77	107	646	123	22	22			73	1,621	120	1,741
Peabody.....	96	20	14	6	98	1	6	24	18	179	17	107	145	327	81	44			10	1,266	126	1,538
Penrose.....	4		3	3	35	10	4	67	15	89	35	60	183	82	10	34			60	673	39	612
Pestalozzi.....	7	14		22				26	2	106	60	183	255	119	83	14			17	60	666	704
Pope.....	82	6	1	17	44	74	2	35	21	69	17	46	298	13	14	20			54	1,218	92	1,510
Rook Spring.....	6							9	38	53	1	21	68	12	11	8			20	333	32	333
Shaw.....								31	6	116	6	46	15	11	3	5			18	153	15	169
Shepard.....	6	2	1	4	17	40	1						312	33	13	22			21	706	48	704
Stoddard.....	173	21	6	60	6	145	7	1	44	15			91	633	228	36			104	1,730	123	1,863
Webster.....	43	3	22	36	7	116	17	73	8	109	29	830	641	319	196	44			17	1,730	123	1,863
Wanner High.....	1							63	16	441	251		26	2	43				196	1,730	123	1,863
No. 2.....			8	90	2			90	6	153	100		26	2					15	984	19	1,014
No. 3.....								6		15	96								33	113	6	219
No. 4.....								46	5	67	96	1	8		1	3			1	287	8	385

Showing the number of Pupils as represented by the different Occupations of their Parents or Guardians, for the Year 1877-78. (Continued.)

NAMES of SCHOOLS.	Agents.																			Total.	Received by Transfer.	Total Number Registered.	
	Agents.	Artists.	Boarding Houses & Hotel Keepers.	Boatmen.	Butchers.	Clerks.	Confectioners.	Draymen or Teamsters.	Farmers and Gardeners.	Laborers.	Laundresses.	Manufacturers.	Mechanics.	Merchants.	Professionals.	Public Officers.	Saloons Keepers.	Seamstresses.	Miscellaneous.				
No. 5.					8	2			19	60	18			8		13				26	170	7	198
No. 6.									11	83	27									15	164	8	187
No. 7 (R's Sp.).									11	43	13									9	164		185
No. 8 (Ell-rd-v-e)					2				6	123				3		4				1	149	3	153
No. 9 (Lowell)									6	39										1	61		71
No. 10 (Ch't'n m)									6	17	4		6							1	70	1	81
No. 11 (Baden)									26	51	3		1							1	58		79
No. 12.										19										2	68		87
																					14		19
	1,508	810	539	761	854	3,371	318	1,843	1,017	7,937	1,007	4,108	10,655	6,745	2,100	1,838	1,124	1,106	3,390	49,578	5,764	5,384	5,384

TABLE V.
Showing the Birthplace of Pupils registered in each School, for the Year 1877-78.

NAMES OF SCHOOLS.	St. Louis.	Missouri without St. Louis.	New England	Middle States.	Southern States.	West-Indies and Territories.	Great Britain.	Ireland.	German States.	Other Foreign Countries.	Unknown.	Total.	Received by Transfer.	Total No. Registered.
Normal.....	121	21	4	8	12	50	6	...	1	...	...	223	...	225
High.....	185	37	5	11	19	77	3	...	2	...	...	341	61	402
Branch High No. 1.....	197	34	5	24	9	75	2	...	2	...	7	357	94	451
Branch High No. 2.....	110	22	1	13	13	60	4	5	2	2	...	280	47	327
Branch High No. 3.....	189	16	3	8	9	31	4	...	...	1	...	237	90	327
Branch High No. 4.....	81	12	3	4	6	26	3	...	6	...	...	136	77	213
Branch High No. 5.....	35	6	2	5	1	15	...	...	1	...	...	64	...	97
Ames.....	1119	71	2	50	23	111	...	3	28	...	6	1436	122	1558
Anland.....	104	1	3	...	2	...	...	2	...	...	...	126	...	128
Baden.....	100	5	...	4	...	9	...	2	...	...	...	132	4	133
Bates.....	895	55	17	12	59	113	24	32	4	...	9	136	...	139
Bell Avenue.....	54	10	...	5	1	4	...	...	5	...	75	1316	40	1356
Benton.....	622	21	8	40	48	183	13	4	...	...	...	906	85	991
Benton Station.....	19	48	...	13	...	6	1	1	5	12	...	89	9	98
Blow.....	877	256	4	35	13	118	8	...	...	...	...	820	32	852
Bryan Hill.....	33	1	...	...	...	1	...	...	5	...	...	36	52	88
Carondelet.....	689	98	7	77	19	151	44	6	31	11	...	1112	14	1127
Carr.....	579	20	1	11	12	55	5	3	16	8	...	710	57	767
Carr Lane.....	1018	49	1	41	34	162	16	8	18	16	...	1380	132	1512
Carroll.....	1188	35	1	31	17	91	5	...	31	16	17	1415	80	1495
Charles.....	602	28	1	7	14	45	1	...	10	2	...	712	48	760
Cheltenham.....	24	74	...	11	...	12	...	3	...	...	...	126	6	132
Chouteau.....	459	26	7	15	7	...	...	8	...	1	...	618	20	638
Clinton.....	1012	154	5	70	15	207	25	5	15	...	...	1514	76	1590
Clay.....	876	76	21	42	64	144	22	26	32	6	...	1318	116	1434
Compton.....	130	5	...	6	1	12	1	...	...	...	...	157	13	170
Cote Brillante.....	292	15	...	13	2	31	4	...	4	...	8	375	20	394
Cote Peres.....	180	24	...	7	11	19	3	...	3	...	...	247	20	267
Divoil.....	813	72	...	49	43	208	17	8	...	...	108	1344	107	1451
Dodier.....	259	7	21	1	1	25	2	...	2	...	...	313	28	341
Douglas.....	607	34	3	112	12	4	18	1	16	1	...	810	120	930

APPENDIX.

Elliott.....	1069	94	13	61	89	265	23	4	13	14	1	1886	142	1728
Ellardville.....	534	23	1	9	6	51	13	...	11	2	...	631	21	672
Everett.....	908	75	6	78	18	31	36	...	31	3	...	1886	100	1486
Franklin.....	734	105	90	64	73	135	35	65	50	35	...	1591	164	1646
Gardenville.....	70	6	...	...	2	...	...	...	...	...	...	79	1	70
Gravels.....	52	2	...	...	...	6	3	...	...	...	...	73	6	59
Hamilton.....	949	15	1	7	15	31	3	...	6	3	...	823	23	354
Hannibal.....	1001	19	4	15	16	41	8	...	4	2	...	1083	63	1161
Humboldt.....	1097	35	5	27	19	125	6	7	45	7	...	1378	117	1486
Iring.....	969	32	5	13	18	85	6	...	13	7	...	860	80	1080
Jackson.....	691	25	2	10	10	36	12	9	9	4	...	813	89	673
Jefferson.....	1084	24	5	46	22	169	24	7	23	14	...	1509	130	1539
Lafayette.....	1014	39	5	188	32	14	10	5	39	28	...	1372	87	1409
Lincoln.....	946	59	1	13	45	67	4	1	30	8	...	877	63	1043
Lowell.....	131	5	...	28	45	86	15	3	1	6	...	886	63	946
Lyon.....	971	5	...	...	...	16	...	...	...	...	...	921	7	928
Madison.....	1352	44	14	42	17	104	9	1	17	4	...	1220	112	1332
Marance.....	148	7	...	69	29	155	8	3	36	8	...	1730	96	1826
Oak Hill.....	168	17	...	3	5	5	2	...	...	2	...	1176	10	1186
O'Fallon.....	1340	46	12	27	37	107	21	6	...	...	...	1821	130	1741
Peabody.....	974	56	7	46	22	142	3	1	12	3	...	1296	67	1353
Penrose.....	465	10	10	39	13	16	5	1	10	4	...	373	39	512
Petalozzi.....	581	16	...	5	4	51	1	1	18	2	...	645	39	704
Pope.....	384	123	12	39	30	160	6	4	12	6	...	1213	92	1310
Rock Spring.....	274	19	1	6	2	20	...	...	3	8	...	333	22	355
Shaw.....	87	18	...	1	2	15	5	2	10	2	...	763	15	768
Shepard.....	622	13	...	13	2	34	...	...	19	1	...	706	48	754
Stoddard.....	1139	160	38	28	96	204	32	6	22	15	...	1780	133	1913
Webster.....	1651	123	10	36	29	253	15	...	34	...	...	2151	130	2271
Sumner High.....	540	206	1	11	149	48	...	...	...	...	...	884	30	1014
No. 2.....	200	100	...	4	24	20	...	...	...	...	...	348	19	367
No. 3.....	69	23	...	1	3	18	...	...	...	...	...	313	6	119
No. 4.....	179	73	...	1	28	8	...	...	...	...	...	287	8	295
No. 5.....	113	41	...	3	15	14	...	...	...	...	...	179	7	186
No. 6.....	46	79	...	...	15	10	...	...	...	...	...	154	3	157
No. 7, Rock Spring, col.....	52	32	...	...	14	2	...	...	...	...	...	94	...	94
No. 8, Ellardville, col.....	97	32	...	...	...	...	...	...	...	...	...	149	1	160
No. 9, Lowell, col.....	30	19	...	...	...	...	...	...	...	...	...	51	3	64
No. 10, Cheltenham col.....	15	33	...	...	2	...	...	...	...	...	...	80	1	51
No. 11, Baden col.....	44	6	...	...	...	7	...	...	...	...	...	66	...	66
No. 12.....	19	...	...	...	...	...	...	...	...	...	...	61	...	19
Total.....	36,619	3,242	379	1,762	1,337	4,308	602	269	767	307	376	49,578	3,764	53,343

TABLE VI.

Showing the Enrollment and Average Attendance of Scholars, and Total Cost of Schools, for the Year 1877-78.

NAMES OF SCHOOLS.	Whole No. Enrolled.		Duplicate Registration.	Average Number Belonging.	Average Daily Attendance.	Per cent. of Attendance.	Av. No. of Pupils to each English Teacher.	Average No. of Teachers Including German.		Amount of Teachers' Salaries.	Rate per Scholar on Average No. Belonging.	Incidental Expenses.	Cost of Incidentals per Scholar on Average	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Scholar on Average	Belonging.	
	Girls.	Boys.						Total.	Whole Day.								Half Day.
Normal.....	223	...	2	179	173	96	16	11	1	\$12,246 10	\$68 43	\$1,123 05	\$3 27	\$13,371 15	\$74 70	70	
High.....	250	91	333	316	285	97	24	13	6	20,711 25	64 36	1,263 15	3 44	21,973 40	63 03	40	
Branch High No. 1.....	252	105	357	296	285	96	25	13	6	13,723 15	46 36	1,019 92	3 44	14,743 07	49 80	23	
Branch High No. 2.....	154	76	237	159	151	95	22	9	6	9,249 28	53 17	10 64	0 6	9,259 89	58 23	19	
Branch High No. 3.....	150	87	237	217	208	96	27	9	6	7,330 35	33 78	89 79	1	7,420 14	34 19	19	
Branch High No. 4.....	100	36	136	77	117	97	20	7	1	6,667 60	55 10	168 94	1	6,836 54	56 50	19	
Branch High No. 5.....	46	18	64	33	61	57	20	8	1	3,794 80	63 90	87 29	1	3,881 59	63 63	19	
Ames.....	698	738	1436	1091	990	91	22	24	1	14,723 80	40 36	2,169 23	1	16,893 13	15 49	19	
Ashtand.....	64	62	126	44	39	91	22	4	1	8,551 80	40 36	461 62	1	9,013 42	45 60	19	
Baden.....	54	80	134	44	39	89	44	1	1	644 30	14 64	216 18	1	860 48	19 55	13	
Bates.....	671	645	1316	40	798	91	43	20	1	11,543 00	13 27	1,608 20	1	13,149 20	15 11	13	
Beil Avenue.....	41	37	78	80	72	90	40	3	1	834 00	10 43	877 14	1	1,311 14	15 13	13	
Benton.....	464	442	906	85	728	700	96	15	1	10,998 85	15 11	1,136 10	1	12,134 45	16 67	13	
Benton Station.....	38	51	89	62	58	93	31	2	1	7,390 25	22 42	276 76	1	7,666 96	26 86	13	
Blow Hill.....	419	401	820	569	510	91	43	13	1	7,500 85	18 43	1,225 87	1	8,726 73	15 61	13	
Bryan Hall.....	10	26	36	75	68	93	37	2	1	143 85	1 62	104 19	1	248 04	4 51	13	
Carondelet.....	517	596	1113	14	641	570	89	46	16	9,926 35	15 48	1,849 90	1	11,776 25	17 58	13	
Carr Lane.....	346	384	710	57	493	460	93	49	11	6,752 50	13 70	741 05	1	7,493 55	15 33	13	
Carr Lane.....	728	652	1380	132	1054	969	95	58	21	14,355 20	13 62	1,810 41	1	16,165 61	15 33	13	
Carroll.....	4690	725	1415	1088	1118	94	57	25	1	14,490 10	12 20	1,847 33	1	16,337 43	18 75	13	
Chellam.....	346	366	712	48	548	517	94	50	12	6,886 55	12 57	751 63	1	7,638 18	13 98	13	
Chellam.....	60	66	126	6	87	81	93	29	3	1,323 10	15 21	276 93	1	1,599 43	17 98	13	
Chellam.....	293	337	618	20	447	415	93	43	11	6,804 70	15 21	918 23	1	7,723 93	17 98	13	
Chellam.....	768	746	1514	76	1010	923	91	46	25	14,469 15	14 32	2,006 84	1	16,475 99	17 44	13	
Chellam.....	634	684	1318	116	1043	988	94	47	26	16,092 90	15 43	2,100 62	1	18,193 52	17 44	13	
Chellam.....	64	93	157	13	123	114	92	31	4	2,636 90	21 44	383 04	1	2,999 94	24 36	13	
Chellam.....	185	191	376	18	250	219	85	36	8	5,068 55	20 27	886 14	1	5,954 66	25 03	13	

TABLE VI—(Continued.)

Showing the Enrollment and Average Attendance of Schools, and Total Cost of Schools, for the Year 1877-78.

NAMES OF SCHOOLS.	Whole No Enrolled.		Multiple Registration.	Average Number Bo.	Average Daily Attend.	Per cent. of Attendance.	Av. No of Pupils to each English Teacher.	Average No of Teachers including German.	Amount of Teachers' Salaries.	Rate per Scholar on Average No. Belonging.	Incidental Expenses.	Cost of Incidentals per Scholar on Average No. Belonging.	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Scholar on Average No. Belonging.	
	Boys.	Girls.	Total.												
Des Peres	115	132	247	68	72	30	49	1	\$ 2,175.70	\$13.33	\$ 369.58	\$ 1.414.69	\$ 1,544.39	\$13.33	1
Dodder	632	712	1,344	260	260	33	37	1	11,060.40	13.33	1,414.69	1.414.69	12,475.09	13.33	1
Douglas	149	164	313	260	260	33	37	1	3,135.40	13.33	395.55	1,414.69	4,550.00	13.33	1
Flint	425	385	810	630	630	33	37	1	16,222.30	13.33	1,414.69	1.414.69	17,637.00	13.33	1
Everett	777	809	1,586	1,110	1,034	33	37	1	16,701.00	13.33	1,414.69	1.414.69	18,115.69	13.33	1
Franklin	292	330	621	461	436	33	37	1	13,365.70	13.33	1,414.69	1.414.69	14,780.39	13.33	1
Gardenville	690	726	1,416	1,034	876	33	37	1	13,365.70	13.33	1,414.69	1.414.69	14,780.39	13.33	1
Grand View	767	734	1,501	1,034	876	33	37	1	13,365.70	13.33	1,414.69	1.414.69	14,780.39	13.33	1
Gravois	37	42	79	41	41	33	37	1	1,211.00	13.33	1,414.69	1.414.69	2,625.69	13.33	1
Hamilton	38	35	73	41	41	33	37	1	1,211.00	13.33	1,414.69	1.414.69	2,625.69	13.33	1
Hammond	157	165	322	240	242	33	37	1	3,422.60	13.33	1,414.69	1.414.69	4,837.29	13.33	1
Humboldt	565	533	1,098	634	571	33	37	1	11,918.80	13.33	1,414.69	1.414.69	13,333.49	13.33	1
Irvine	714	634	1,348	1,034	961	33	37	1	10,691.05	13.33	1,414.69	1.414.69	12,105.74	13.33	1
Jackson	484	496	980	690	630	33	37	1	11,119.30	13.33	1,414.69	1.414.69	12,534.00	13.33	1
Jefferson	420	413	833	537	496	33	37	1	11,119.30	13.33	1,414.69	1.414.69	12,534.00	13.33	1
Lacbe	681	728	1,409	1,034	961	33	37	1	16,536.35	13.33	1,414.69	1.414.69	17,951.04	13.33	1
Lacavette	717	717	1,434	1,034	961	33	37	1	16,536.35	13.33	1,414.69	1.414.69	17,951.04	13.33	1
Lincoln	436	541	977	634	714	33	37	1	10,753.80	13.33	1,414.69	1.414.69	12,168.49	13.33	1
Lowell	471	424	895	634	670	33	37	1	10,753.80	13.33	1,414.69	1.414.69	12,168.49	13.33	1
Lyons	121	100	221	112	100	33	37	1	1,895.05	13.33	1,414.69	1.414.69	3,309.74	13.33	1
Madison	691	691	1,382	1,034	892	33	37	1	14,458.75	13.33	1,414.69	1.414.69	15,873.44	13.33	1
Marquette	903	827	1,730	1,034	1,127	33	37	1	17,204.35	13.33	1,414.69	1.414.69	18,619.04	13.33	1
Mary	76	100	176	101	108	33	37	1	2,511.65	13.33	1,414.69	1.414.69	3,926.34	13.33	1
Oak Hill	65	66	131	101	101	33	37	1	2,511.65	13.33	1,414.69	1.414.69	3,926.34	13.33	1
O'Fallon	804	817	1,621	1,034	961	33	37	1	16,222.30	13.33	1,414.69	1.414.69	17,637.00	13.33	1
Peabody	687	579	1,266	67	384	33	37	1	1,217.00	13.33	1,414.69	1.414.69	2,631.69	13.33	1
Pease	277	296	573	398	346	33	37	1	5,078.25	13.33	1,414.69	1.414.69	6,492.94	13.33	1

Pestalozzi.....	325	340	665	38	542	506	93	54	11	1	6,811 40	12 68	718 68	1 801	7,523 98	13 88
Pope.....	599	619	1218	92	886	796	90	58	18	...	11,521 85	13 01	1,388 93	1 561	12,910 78	14 57
Rock Spring.....	171	162	333	22	224	187	93	32	8	...	5,621 00	25 09	1,024 62	4 57	6,645 62	29 66
Shaw.....	74	79	153	15	96	84	87	32	3	1	2,132 80	22 21	408 40	4 25	2,541 20	26 46
Shepard.....	345	361	706	48	536	516	92	50	13	...	7,288 15	13 10	1,000 54	1 779	8,288 69	14 89
Stoddard.....	902	828	1730	123	1317	1230	93	57	30	...	17,175 70	13 04	3,126 17	2 41	20,301 87	15 45
Webster.....	1050	1101	2151	120	1629	1532	94	52	38	...	21,677 30	13 30	2,716 08	1 661	24,393 38	14 96
Sunmer High.....	558	426	984	30	590	520	85	45	13	...	8,586 45	14 54	1,218 41	2 06	9,814 86	16 60
No. 2.....	192	156	348	19	217	202	93	43	5	...	2,239 15	10 31	478 61	2 20	2,717 76	12 51
No. 3.....	62	51	113	6	62	55	90	31	2	...	969 60	15 64	413 84	7 15	1,413 44	22 79
No. 4.....	149	138	287	8	195	182	93	31	5	...	2,748 00	14 09	416 41	2 13	3,164 41	16 22
No. 5.....	105	74	179	7	94	80	85	31	3	...	1,157 35	12 31	312 84	3 32	1,470 19	15 63
No. 6.....	82	72	154	3	80	77	86	30	3	...	1,430 60	16 07	206 28	2 30	1,636 88	18 87
No. 7 (R'k Sp. col.).....	44	50	94	...	...	54	84	32	2	...	1,148 40	17 94	271 25	4 23	1,419 65	22 17
No. 8 (Ell'rdav'e col.).....	71	78	149	...	1 798	84	87	33	3	...	1 477 35	15 07	276 94	2 82	1,754 29	17 89
No. 9 (Lowell col.).....	25	26	51	3	37	33	90	37	1	...	644 35	17 41	133 90	3 62	778 34	21 03
No. 10 (Ch'p't'm col.).....	18	32	50	1	28	30	89	33	1	...	564 85	17 11	146 26	4 43	711 11	21 54
No. 11 (Baden col.).....	31	25	56	...	...	25	89	28	1	...	373 65	13 34	117 08	4 18	490 73	17 62
No. 12.....	10	9	19	...	19	19	100	19	1	...	80 95	4 25	69 47	3 65	150 42	7 90
Music, Drawing, &c.....	...	...	...	...	...	...	...	...	7	3	11,342 20	...	...	...	11,342 20	...
Total.....	25,199	24,379	49,578	3,764	35,710	33,075	93	46	916	...	585,325 85	16 39	73,688 63	2 06	659,014 46	18 45

TABLE VII.

Showing Capacity of Schools, the Number in the several Classes and Grades at the close of the Year 1877-78.

NAMES OF SCHOOLS.	Number of Seats.	NO. OF TEACHERS.		NUMBER OF PUPILS BELONGING AT END OF QUARTER IN EACH GRADE.								Total.	
		Whole Day.	Half Day.	I.	II.	III.	IV.	V.		VI.	VII.		VIII.
								Fourth	Junior.				
Normal.....	200	11	....	....	....	....	....	Fourth 70	Junior, 32 2nd, 128	Middle, 34 3rd, 122	Senior, 46	172
High.....	400	13	1	....	....	....	....	106	....	....	87	317
Branch High No. 1.....	230	12	....	....	....	....	....	150	....	....	....	256
Branch High No. 2.....	200	8	1	....	....	....	....	67	....	....	....	169
Branch High No. 3.....	200	8	....	....	....	....	....	69	....	....	....	168
Branch High No. 4.....	200	8	....	....	....	....	....	71	....	....	....	151
Branch High No. 5.....	90	3	....	....	....	....	....	32	....	....	....	88
Ames.....	700	24	1	202	232	175	140	60	32	20	....	930
Ashland.....	360	4	1	35	13	18	6	4	....	....	....	79
Baden.....	60	1	....	14	13	....	6	....	9	....	....	42
Bates.....	700	20	1	288	153	86	122	42	41	21	10	763	
Bell Avenue.....	220	2	....	44	12	17	11	....	....	....	....	84
Benton.....	700	15	1	145	99	80	80	70	74	35	....	680
Benton Station.....	30	2	....	6	11	15	....	8	....	6	2	48
Blow.....	600	13	1	134	49	118	85	47	37	45	....	615
Bryan Hill.....	240	2	....	42	32	....	....	....	....	....	....	74
Carondelet.....	700	16	1	309	102	115	96	33	15	....	....	670
Carr.....	450	11	....	220	101	97	45	....	....	....	....	463
Carr Lane.....	1210	21	1	147	212	236	158	44	62	42	16	937	
Carroll.....	1140	25	....	346	167	135	95	116	44	21	12	970
Charles.....	480	12	1	177	99	90	75	83	14	....	....	538
Chellouham.....	110	3	....	47	15	18	14	....	8	....	....	102
Chouteau.....	480	11	....	187	72	97	29	14	20	11	....	436
Clay.....	1410	25	1	308	189	155	96	83	37	11	15	898	
Clinton.....	1000	26	....	232	189	116	107	160	125	43	16	1018
Concord.....	240	4	1	40	40	25	20	8	....	....	....	133
Cornell.....	300	8	....	89	41	36	40	16	10	....	4	236
Cote Brilliante.....	240	4	75	56	35	29	195	
Des Peres.....	700	21	275	105	203	89	32	59	71	20	884	

Dodder.	940	5	1	61	105	63	90
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TABLE VII.

Showing Capacity of Schools, the Number in the several Classes and Grades at the close of the Year 1877-78.

NAMES OF SCHOOLS.	Number of Seats.	No. of Teachers.		NUMBER OF PUPILS BELONGING AT END OF QUARTER IN EACH GRADE.								
		Whole Day.	Half Day.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total.
Normal.....	200	11	....	....	....	....	....	Fourth. 70	Junior. 32 2nd. 128	Middle. 84 84 122	Senior. 46	172
High.....	400	13	1	....	....	....	Prep. 106	150	....	....	67	317
Branch High No. 1.....	230	12	....	....	....	....	42	67	....	....	....	256
Branch High No. 2.....	260	8	1	....	....	....	129	60	....	....	....	109
Branch High No. 3.....	200	8	....	....	....	....	50	71	....	....	....	198
Branch High No. 4.....	200	8	....	....	....	....	36	22	....	....	....	121
Branch High No. 5.....	300	3	....	....	....	....	262	140	32	29	....	58
Ames.....	700	24	1	262	232	175	140	80	32	29	....	920
Ashland.....	300	4	1	35	13	18	9	4	....	....	....	79
Baden.....	60	1	....	14	13	....	6	....	9	....	....	42
Bates.....	700	20	1	288	153	86	122	42	41	21	10	763
Beil Avenue.....	220	15	1	44	12	17	11	76	74	35	....	84
Benton.....	700	9	1	145	99	177	80	8	....	6	2	686
Benton Station.....	300	13	1	6	11	15	....	8	....	16	....	48
Blow.....	600	2	....	134	49	118	85	47	37	45	....	515
Bryan Hill.....	240	16	1	42	32	....	....	....	15	....	....	74
Carondelet.....	700	11	....	309	102	115	96	33	....	....	....	670
Carr.....	480	21	1	220	101	97	45	44	82	42	16	493
Carr Lane.....	1210	25	1	147	212	236	158	116	44	21	12	670
Carroll.....	1140	13	....	346	197	139	95	83	14	....	....	588
Charles.....	480	12	1	177	99	90	75	83	14	....	....	583
Cheltenham.....	110	3	....	47	15	18	14	....	8	....	....	495
Chouteau.....	480	11	....	187	72	97	29	14	26	11	19	488
Clay.....	1410	25	1	308	189	155	96	83	37	11	16	1318
Clinton.....	1000	26	....	232	189	116	197	100	125	43	....	1333
Crompton.....	240	4	1	40	20	25	20	8	....	....	4	239
Cote Brilliante.....	300	8	....	89	41	36	40	16	10	....	....	195
Des Peres.....	210	4	....	75	56	35	29	....	....	....	....	200
Divul.....	700	21	....	275	105	203	89	32	59	71	20	864

APPENDIX.

xlv

	940	5	1	61	105	63	90	...	1,789	1,110	500	38,179
Dodier.....	940	15	...	196	141	81	90	...	80	43	...	248
Douglas.....	700	27	...	279	197	186	103	...	73	23	...	620
Elliot.....	1180	15	...	279	197	186	143	...	17	17	...	1082
Ellisville.....	480	22	1	316	91	56	133	...	46	4	...	431
Everett.....	950	35	1	803	168	183	98	...	19	24	...	868
Franklin.....	1800	35	1	803	122	148	133	...	19	24	...	811
Gardenville.....	80	2	...	18	14	8	12	...	...	...	...	62
Grand View.....	60	2	...	17	6	9	10	...	...	...	...	45
Gravels.....	240	6	...	81	15	45	28	...	15	...	...	253
Hamilton.....	600	16	1	287	139	84	29	...	29	...	...	614
Humboldt.....	1000	28	...	485	214	126	89	...	17	16	...	884
Irving.....	700	15	...	144	155	128	111	...	24	23	...	675
Jackson.....	480	15	...	320	74	87	44	...	19	10	...	593
Jefferson.....	1820	28	1	337	110	164	182	...	42	29	...	949
Laclede.....	1120	24	1	280	197	166	162	...	29	28	...	929
Lafayette.....	700	19	1	294	91	151	73	...	66	16	...	695
Lucola.....	700	16	...	104	112	107	86	...	44	75	...	640
Lowell.....	180	8	...	59	30	26	19	...	...	...	...	137
Lyon.....	950	23	...	288	85	255	96	...	16	31	...	830
Madison.....	1380	29	1	374	187	187	92	...	48	48	...	1025
Maramee.....	940	4	...	42	10	28	11	...	10	...	...	108
Oak Hill.....	940	3	...	405	193	137	21	...	70	13	...	90
O'Fallon.....	950	28	...	288	129	156	85	...	76	38	...	980
Peabody.....	700	21	...	187	98	80	65	...	13	...	...	896
Penrose.....	880	9	...	245	82	150	...	...	...	...	...	407
Petalozzi.....	480	11	1	252	105	128	112	...	62	50	...	477
Pope.....	700	8	...	79	40	35	...	...	5	...	...	755
Rock Spring.....	820	8	...	43	20	13	23	...	5	...	...	208
Shaw.....	940	3	1	43	20	13	13	...	4	...	...	96
Shepard.....	480	14	...	214	147	63	64	...	24	...	...	689
Stoddard.....	1420	30	...	264	146	131	199	...	150	87	...	1163
Webster.....	1420	38	...	244	252	323	207	...	82	82	...	1478
Werner High.....	700	14	...	159	125	56	181	...	...	16	...	508
Number 1.....	940	5	...	74	43	...	60	...	...	...	...	210
Number 2.....	80	3	...	81	8	16	7	...	...	...	...	67
Number 3.....	940	5	...	83	81	16	15	...	...	...	...	189
Number 4.....	120	3	...	91	17	16	16	...	...	...	...	94
Number 5.....	120	3	...	98	9	9	15	...	...	...	...	83
Number 6 (Rock Spring Col.).....	940	3	...	95	7	20	7	...	...	...	...	58
Number 8 (Ellisville Col.).....	120	8	...	91	7	...	...	...	...	...	...	91
Number 9 (Lowell Col.).....	60	1	...	97	7	...	...	...	...	...	...	43
Number 10 (Cheltenham Col.).....	50	1	...	12	7	6	...	...	...	...	...	24
Number 11 (Cheltenham Col.).....	50	1	...	12	7	6	...	...	...	...	...	96
Number 12 (Baden Col.).....	50	1	...	16	3	...	...	...	...	...	...	19
Mudg, Drawing, &c.....	...	11	3	...	...	...	...	...	...	...	...	...
Total.....	87,580	910	26	10,744	5,867	5,629	4,585	3,080	1,789	1,110	500	38,179

TABLE VIII.

Showing number of German Teachers and Classes, and number of Pupils studying German.

GRAMMAR SCHOOL.			No. of Pupils Studying German.		No. of Classes.		No. of German Teachers.	
	German-Americans.	Anglo-Americans.	Total.	Recitation.	Penmanship.	Full Day.	Half Day.	
Ames.....	503	143	646	16	2	6	1	
Ashland*.....	56	21	77	6	2	0	1	
Baden*.....	19	...	19	1	..	..	Principal.*
Bates.....	90	201	291	12	5	1	1	
Benton.....	248	274	522	11	7	6	1	
Benton Station*.....	17	...	17	3	8	..	Principal.*	
Blow.....	141	143	284	11	6	1	1	
Carondelet.....	254	130	380	11	2	1	..	
Carr.....	252	164	416	4	6	1	..	
Carr Lane.....	307	293	606	16	7	6	1	
Carroll.....	777	43	820	24	2	8	..	
Charles.....	443	47	490	13	4	1	..	
Cheltenham*.....	17	16	33	2	1	Engl. Assnt.*	..	
Chouteau.....	257	69	326	10	2	1	..	
Clay.....	411	234	645	20	6	2	1	
Clinton.....	889	190	579	20	9	3	..	
Compton.....	27	43	70	4	2	1	..	
Cote Brillante*.....	65	105	170	7	2	1	..	
Des Peres.....	38	74	112	4	1	..	1	
Divoll.....	113	197	310	14	7	2	..	
Dodler.....	190	16	206	4	1	..	1	

Douglas.....	190	185	375	12	4	1	1
Ellet and Eliot Branch (Eads).....	306	287	543	21	9	3	..
Elleardsville*.....	112	112	302	11	4	1	..
Everett.....	217	229	446	15	6	2	..
Franklin and Branch.....	274	275	549	19	7	3	..
Gardenville*.....	55	5	60	4	2	Principal.*	..
Gravois.....	176	42	218	9	1	1	..
Hamilton.....	120	162	282	11	4	1	..
Humboldt.....	805	50	865	27	4	3	..
Irving.....	401	95	496	18	6	2	..
Jackson.....	223	113	336	8	4	1	..
Jefferson and Branch.....	472	198	670	16	7	2	1
Laclele and Branch (Gamble).....	641	226	867	24	8	3	1
Lafayette.....	655	32	687	19	6	2	1
Lincoln.....	163	164	327	13	4	2	..
Lowell*.....	85	62	147	5	..	Principal.*	..
Lyon.....	706	62	768	18	8	3	1
Maramec.....	98	11	109	7	4	1	..
Madison and Branches.....	853	77	930	26	8	3	..
O'Fallon.....	426	300	726	23	3	3	..
Peabody.....	438	131	569	18	6	3	..
Penrose.....	190	126	316	8	4	1	1
Pestalozzi.....	502	19	521	11	2	1	1
Pope.....	199	253	452	13	4	2	..
Rock Spring*.....	121	33	154	6	2	1	1
Shaw*.....	36	3	39	4	2	..	1
Shepard.....	470	22	492	17	3	2	..
Stoddard and Branch.....	95	400	495	20	10	3	..
Webster (old and new).....	719	275	994	27	13	4	..
Total for Grammar Schools.....	14,440	6,314	20,754	647	233	77	20
High Schools.							
Central High.....	18	11	29	4	..	(1 Germ'n & Fr.)	
Branch High No. 1.....	27	2	29	3	..	1 382 "	

TABLE VIII.
Showing number of German Teachers and Classes, and number of Pupils studying German. (Continued.)

GRAMMAR SCHOOL.	NO. OF PUPILS STUDYING GERMAN.			NO. OF CLASSES.		NO. OF GERMAN TEACHERS.	
	German-Americans.	Anglo-Americans.	Total.	Recitation.	Penmanship	Full Day.	Half Day.
Branch High No. 2	4	4	8	8	..	..	1
" " 3	14	..	14	1	..	..	1
" " 4	5	7	12	3	..	..	1
" " 5	2	3	5	1	..	..	1
Total for High School.....	70	27	97	15	..	2	4
Grand Total.....	14,510	6,341	20,851	662	233	79	24

91

*) The ten schools marked with a star were added in consequence of the extension of the city limits (Scheme and Charter, April 1877).

*) In four Schools (Baden, Benton Station, Gardenville and Lowell) German is taught by the Principal of the school. In the Cheltenham it is taught by one of the English Assistant teachers.

NAMES OF SCHOOLS.	Class of Schools.	\$2,500		\$2,500
		Male.	Female.	
Normal.....	I	1		
High.....	I	1		
First Branch.....	I			
Ames.....	I			
Ashland.....	IV			
Baden.....	IV			
Bates.....	I			
Bell Avenue.....	IV			
Benton.....	II			
Benton Station.....	VI			
Blow.....	I			
Bryan Hill.....	VI			
Carondelet.....	I			
Carr.....	IV			
Carr Lane.....	I			
Carroll.....	I			
Charles.....	III			
Cheltenham.....	VI			
Chouteau.....	IV			
Clay.....	I			
Clinton.....	I			
Compton.....	VI			
Cote Brillante.....	III			
Des Peres.....	VI			
Divoll.....	I			
Dodier.....	VI			
Douglas.....	III			
Elliot.....	I			
Elleardsville.....	I			
Everett.....	I			
Franklin.....	I			
Gardenville.....	VI			
Grand View.....	VI			
Gravois.....	VI			
Hamilton.....	III			
Humboldt.....	I			
Irving.....	I			
Jackson.....	III			
Jefferson.....	I			
Laclede.....	I			
Lafayette.....	I			
Lincoln.....	I			
Lowell.....	IV			
Lyon.....	I			
Madison.....	I			
Marmec.....	VII			
Mullanphy.....	I			
Oak Hill.....	IV			
O'Fallon.....	I			
Peabody.....	I			
Penrose.....	V			
Pestalozzi.....	IV			
Pope.....	I			
Rock Spring.....	II			
Shaw.....	IV			
Shepard.....	III			
Stoddard.....	I			
Webster.....	I			
Sumner High.....	II			
No. 1.....	VI			
No. 2.....	VI			
No. 3.....	VII			
No. 4.....	VI			
No. 5.....	VII			
No. 6.....	VI			
No. 7, R'ke's, col.....	VI			
No. 8, El'v'e, col.....	IV			
No. 9, Lowell, col.....	VI			
No. 10, Cheltn, col.....	VII			
No. 11, Baden, col.....	VII			
No. 12.....	VII			
Music, Drawing, etc.....				
Total Males.....		2		
Total Females.....				
Total.....		2		

Average Salary of

Teachers

TABLE VIII.
Showing number of German Teachers and Classes, and number of Pupils studying German. (Continued.)

GRAMMAR SCHOOL.	No. of Pupils Studying German.			No. of Classes.		No. of German Teachers.	
	German-Americans.	Anglo-Americans.	Total.	Recitation.	Pennmanship	Full Day.	Half Day.
Branch High No. 2.....	4	4	8	8	..	..	1
" " 3.....	14	..	14	1	..	..	1
" " 4.....	5	7	12	8	..	..	1
" " 5.....	2	8	5	1	..	..	1
Total for High School.....	70	27	97	15	..	2	4
Grand Total.....	14,510	6,341	20,851	662	283	79	24

91

*) The ten schools marked with a star were added in consequence of the extension of the city limits (Scheme and Charter, April 1877).

*) In four Schools (Baden, Benton Station, Gardenville and Lowell) German is taught by the Principal of the school. In the Cheltenham it is taught by one of the English Assistant teachers.

NAMES OF SCHOOLS.	Class of Schools.	\$2,600		\$2,500	
		Male.	Female.	Male.	Female.
Normal.....	I	1			
High.....	I	1			
First Branch.....	I				
Ames.....	IV				
Ashland.....	IV				
Baden.....	I				
Bates.....	IV				
Bell Avenue.....	IV				
Benton.....	VI				
Benton Station.....	VI				
Blow.....	I				
Bryan Hill.....	VI				
Carondelet.....	I				
Carr.....	IV				
Carr Lane.....	I				
Carroll.....	III				
Charless.....	VI				
Cheltenham.....	IV				
Chouteau.....	I				
Clay.....	I				
Clinton.....	VI				
Compton.....	III				
Cote Brillante.....	VI				
Des Peres.....	I				
Divoll.....	VI				
Dodier.....	III				
Douglas.....	I				
Elliot.....	I				
Elleardville.....	I				
Everett.....	I				
Franklin.....	VI				
Gardenville.....	VI				
Grand View.....	VI				
Gravois.....	III				
Hamilton.....	I				
Humboldt.....	I				
Irving.....	III				
Jackson.....	I				
Jefferson.....	I				
Laclede.....	I				
Lafayette.....	I				
Lincoln.....	IV				
Lowell.....	I				
Lyon.....	I				
Madison.....	VII				
Marames.....	I				
Mullanphy.....	IV				
Oak Hill.....	I				
O'Fallon.....	I				
Peabody.....	V				
Penrose.....	IV				
Pestalozzi.....	I				
Pope.....	IV				
Rock Spring.....	III				
Shaw.....	I				
Shepard.....	I				
Stoddard.....	II				
Webster.....	II				
Sumner High.....	VI				
No. 1.....	VI				
No. 2.....	VII				
No. 3.....	VI				
No. 4.....	VII				
No. 5.....	VI				
No. 6.....	VI				
No. 7, R'ke's, col.....	IV				
No. 8, El'v'e, col.....	VII				
No. 9, Lowell, col.....	VII				
No. 10, Cheltn, col.....	VII				
No. 11, Baden, col.....	VII				
No. 12.....	VII				
Music, Drawing, etc.					
Total Males.....		2			
Total Females.....					
Total.....		2			

Average Salary o

SCHEDULE OF SALARIES. ST. LOUIS PUBLIC

Average Salary of English Teachers.....	Male, \$1,339 50.....	Female, \$546 04
" " German " 	" 671 85.....	" 567 28
General Average of English Teachers.....	" 1,005 24.....	" 570 16

SCHOOLS, JANUARY 1, 1879.

General Average.....	\$619 57
" "	618 10
" "	619 22

TABLE VIII.
Showing number of German Teachers and Classes, and number of Pupils studying German. (Continued.)

[illegible]

GERMAN.

[illegible]

TABLE X.

Showing the number and capacity of the School-houses, number of Teachers, Enrollment of Scholars in Day and Evening Schools, and, approximately, the Receipts and Expenditures for each fiscal year (ending July 31st), since 1850.

YEAR.	RECEIPTS.					EXPENDITURES.										
	Number of School-houses owned by the Board.	Number Rented.	Total Number of Seats.	Whole Number of Pupils Enrolled.	Average Number Belong- ing.	Average Daily Attendance.	Average Number of Teachers.	From Rents.	From State & Co. School Fund.	From City School Taxes.	Revenue From other sources.	Total Receipts.	Teachers' Salaries.	Permanent Im- provements.	Current Expenses.	Total Expenses.
1850.....	6	1	1,800	.....	2,427	.....	31	\$14,537 34	.....	\$18,432 11	\$6,026 02	\$20,563 36	\$13,703 00	\$3,117 75	\$3,742 01	\$20,563 36
1851.....	7	3	2,850	.....	2,625	.....	47	14,250 57	.....	25,344 70	7,857 11	46,802 69	37,575 00	20,736 26	4,390 07	46,802 69
1852.....	7	3	2,876	.....	2,968	.....	52	14,154 40	.....	26,263 90	3,670 99	47,356 21	20,000 00	19,348 28	8,007 93	47,356 21
1853.....	9	3	3,755	.....	3,681	.....	60	14,060 66	.....	27,759 85	14,932 38	43,962 58	23,565 85	11,303 02	9,926 71	43,962 58
1854.....	11	4	3,800	6,996	4,105	.....	67	13,353 53	\$31,043 79	28,481 27	32,060 63	87,068 55	28,466 17	41,063 66	17,328 68	87,068 55
1855.....	11	4	3,917	8,123	.....	.....	74	13,014 87	24,289 30	31,219 60	27,980 04	87,239 24	34,819 12	50,620 12	18,901 87	87,239 24
1856.....	12	7	.....	.....	.....	.....	86	14,547 50	28,179 84	33,880 36	42,438 27	98,036 93	42,765 25	40,806 86	21,820 70	98,036 93
1857.....	13	7	.....	.....	.....	.....	116	16,784 34	28,179 84	33,880 36	42,438 27	126,282 83	57,020 33	40,806 86	24,374 57	126,282 83
1858.....	23	3	9,773	9,769	5,814	5,361	131	25,764 49	28,179 84	33,880 36	42,438 27	160,220 20	67,742 21	55,554 59	28,211 54	160,220 20
1859.....	22	2	9,441	12,218	7,776	6,850	168	30,542 45	32,955 98	66,815 40	47,660 67	169,220 20	67,742 21	55,554 59	28,211 54	169,220 20
1860.....	23	2	11,926	13,380	8,716	7,483	181	25,674 22	29,159 76	70,716 83	29,339 49	182,733 36	92,141 35	45,733 01	24,559 03	182,733 36
1861.....	21	1	8,645	8,987	5,054	3,364	76	25,674 22	7,626 32	62,765 69	6,008 61	102,134 36	68,390 63	13,556 86	20,176 87	102,134 36
1862.....	21	1	8,645	8,987	5,054	3,364	76	25,674 22	7,626 32	62,765 69	6,008 61	102,134 36	68,390 63	13,556 86	20,176 87	102,134 36
1863.....	21	1	8,916	13,370	8,229	7,489	162	35,345 43	21,861 66	56,222 52	38,880 73	115,416 31	61,886 05	.....	53,556 41	115,416 96
1864.....	21	1	9,916	15,937	9,871	8,804	194	35,254 65	4,259 70	118,571 08	48,969 89	197,480 45	88,078 94	9,640 04	47,098 38	197,480 45
1865.....	25	5	11,055	16,228	10,454	9,597	286	43,788 71	5,463 79	163,923 28	119,901 17	333,076 95	153,232 80	20,914 14	122,889 68	333,076 95
1866.....	26	5	13,510	17,524	11,041	10,802	261	42,060 91	7,000 00	273,729 13	121,580 25	445,076 35	167,134 90	7,811 30	106,650 26	445,076 35
1867.....	27	1	15,282	20,504	13,972	12,923	315	48,030 01	36,706 45	410,771 57	26,273 54	562,381 15	207,762 80	154,227 21	118,354 90	562,381 15
1868.....	38	10	20,105	26,811	18,908	17,358	453	53,614 72	47,019 92	521,557 80	26,273 54	637,405 72	304,407 45	241,265 42	118,104 33	637,405 72
1869.....	34	6	23,222	30,924	19,884	18,428	516	53,224 65	51,350 71	590,580 30	21,536 90	676,942 56	373,674 55	241,265 42	137,244 37	676,942 56
1870.....	44	7	25,750	32,658	22,010	20,479	568	51,563 01	71,108 00	698,160 69	20,132 00	750,983 00	420,530 00	185,950 93	134,580 00	750,983 00
1871.....	49	6	26,810	39,850	27,857	25,767	711	50,208 29	74,045 07	623,220 13	33,121 24	770,604 73	469,426 10	138,351 64	175,044 23	770,604 73
1872.....	49	6	30,070	41,062	29,309	27,103	769	52,855 75	91,083 15	645,176 09	60,308 25	840,513 24	499,426 10	138,351 64	175,044 23	840,513 24
1873.....	56	5	33,510	43,663	30,318	29,706	785	50,275 50	96,743 60	761,527 14	150,862 78	964,696 85	543,741 52	53,663 80	141,272 88	964,696 85
1874.....	56	5	34,100	47,676	32,618	30,092	870	47,006 28	131,946 05	795,438 04	150,862 78	1,125,194 48	564,478 26	188,270 59	181,475 02	1,125,194 48
1875.....	82	13	37,580	55,965	39,330	36,170	1056	47,427 10	85,117 07	891,689 98	245,166 57	1,269,300 52	607,929 30	225,509 29	130,630 03	1,269,300 52
1876.....	82	13	37,580	55,965	39,330	36,170	1056	47,427 10	85,117 07	891,689 98	245,166 57	1,269,300 52	607,929 30	225,509 29	130,630 03	1,269,300 52

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